

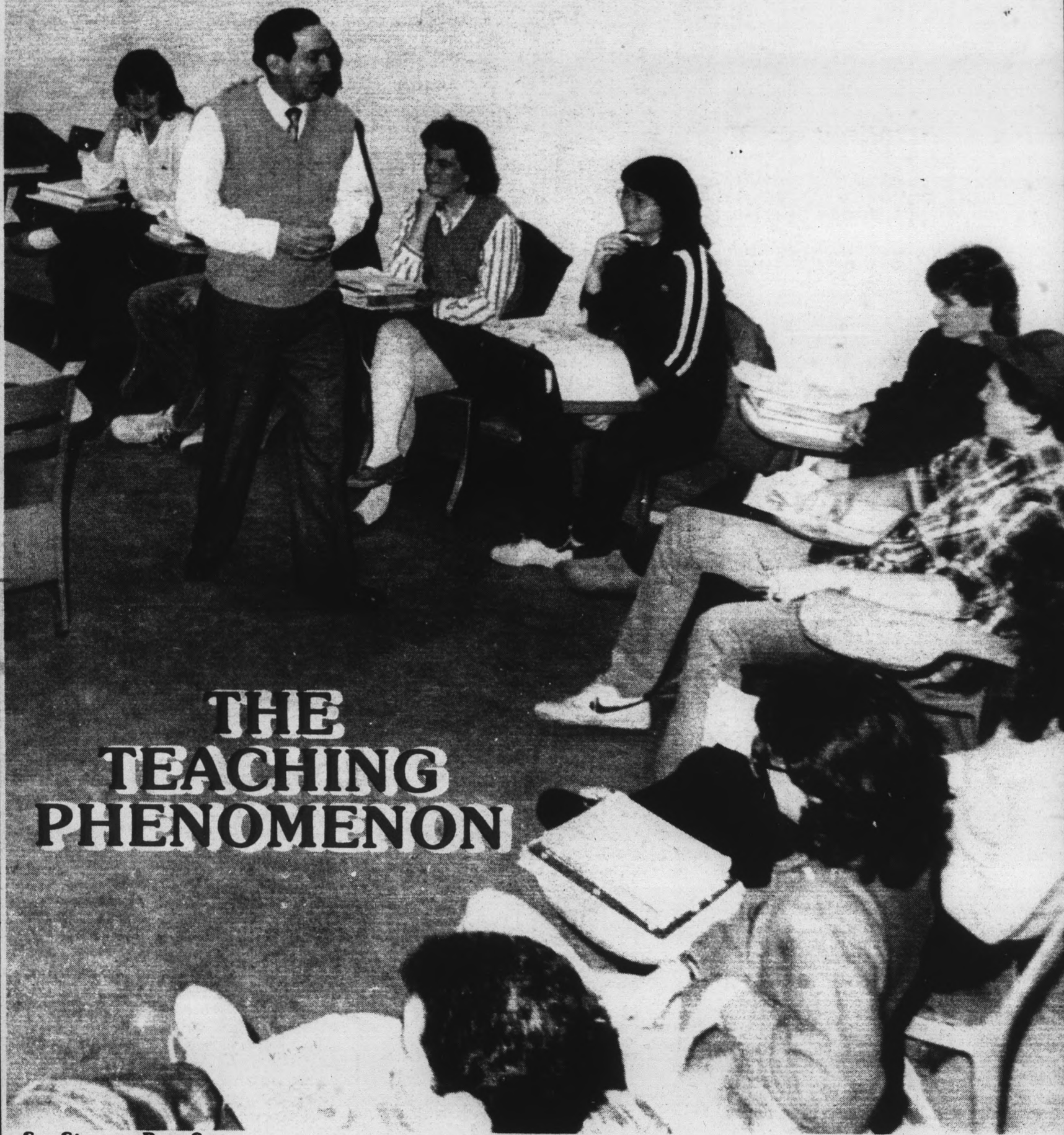


The Scribe

University of Bridgeport

Vol. 3, No. 16

March 15, 1984



THE TEACHING PHENOMENON

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(photo by Uri Solomons)

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Education

The Core Curriculum

REQUIREMENTS
 A core curriculum of 36 semester hours is required as part of every undergraduate degree program.

SKILLS SECTION (15 semester hours)

- A. English Composition (6 hours)
 English 100 or 101 and 102

This requirement may be fulfilled by successful completion of English 103, an accelerated course which covers the 101-102 sequence in one term. Placement in English 103 is determined according to guidelines established by the English Department.

- B. Oral Communication (3 hours)
 Communication 101, 110, or a foreign language course at the 104 level.

C. Quantitative Skills (3 hours)
 The mathematics skills requirement in the curriculum will be met by passing a standard mathematics competency examination. The level required to pass the examination will be expected of a student who has successfully completed a course in intermediate high-school mathematics who do not pass the complete examination on the first attempt will be required to take the appropriate course(s) before retaking Math 105 is recommended for it prepare for the examination.

- D. Physical Education (2 hours)
 Physical Education 95 — 1 hour
 Physical Education elective — 1 hour

by Sue Zavadsky

- E. Library Research Skills (1 hour)
 Learning Development 105

B. Natural Sciences

1. Chemistry and Biology
 Chem. 101—Chemistry: Society and You
 Biol. 105—Bio to Geo
 Biol. 205—Environmental Biology
2. Biology
 Biol. 109—Foundations of Biology
 Biol. 110—Human Biology
 Biol. 205—History of Biology
3. Physics and Astronomy
 Phys. 101—Astronomy I
 Phys. 102—Astronomy II
 Phys. 103—Basic Concepts of Physics

C. Social Sciences

- General
1. Soc. Sci. 201x—Social Sciences
2. Politics
 Pol. Sci. 101—American Government
 Pol. Sci. 204—Government and Politics
3. Sociology
 Soc. 101—Introductory Sociology
 Soc. 231—Cultural Anthropology
 Soc. 333—Social Inequality
4. Psychology
 Psych. 103—Principles of Psychology
 Psych. 303—Psychology
 Psych. 305—Social Psychology
5. Economics
 Econ. 201—Principles of Economics
 Econ. 202—Principles of Economics
6. History
 Hist. 101—World Civilization
 Hist. 102—World Civilization

The Diversity Dilemma...

They passed two semesters of freshman English, they figured out that P.E. 95 comes before racquetball, they realized that you can't pass Library Research Skills by taking ten computer tests, and they funneled together the university core, their college cores and major cores and actually made some sense of them.

In May, for the first time since the early 70s, UB seniors will be graduating with a long list of required general education courses, "the Core," behind them.

The Core Curriculum was reinstituted in the fall of 1979, eight years after it was scrapped by the university. In 1971, all requirements but freshman composition were eliminated.

"We had come out of the 60s, the time of student activism, faculty activism, and it was felt that the students would make the right choices, given the proper advice," according to Richard Daigle, director of the Core Curriculum.

But in the late 70s faculty began to be concerned that UB was graduating students who had no exposure to the basic concepts of knowledge.

"The emphasis was being placed, and in the opinion of some, overplaced, on career preparation," Daigle said.

Since its return, the Core has met with strong and constant criticism from students, faculty and administrators. These criticisms begin with student opposition to the Core's objective. Several students the Scribe interviewed said they felt they should be spending more time on courses that would be useful in their careers. But the intention of the Core is not career preparation.

"What we really hope is that this exposure will make them, in effect, better human beings. It may not make them better engineers or better business people or better nurses. That is not our intention..." Daigle said.

Even if job preparation is not the goal of the Core, several commission members said the Core can be a

plus in that area. Writing skills, communication skills and training in logical thinking, they said, are important to corporate officials. However, they're not the ones doing the hiring.

"Employers speak with forked tongues," said Richard Hill, dean of the College of Science and Engineering. "The same corporations will actually offer more jobs and pay more money for the student who has the more advanced, narrower training...they want the diverse person for the leadership in the corporation in future years."

And while the Core is attempting to retain and strengthen a diverse, broad-based "university" education, the formation of the Connecticut Technology Institute has been accused of threatening it. But the Core requirements in the College of Science and Engineering, which is now a division of C.T.I., have not been reduced, according to Richard Hill, dean.

The Core has also been accused of inadequacy. Russell Nazzaro, dean of the College of Arts and Humanities and a former Capstone Committee chairman, said a report by the American Association of Colleges revealed the average general education requirements in U.S. universities is 45 credit-hours. The UB Core, which is now officially at 36 credit-hours, has been effectively reduced to 33 by the math exemption. (Students who can pass an exam, which Nazzaro said is about the same as an intermediate high school algebra exam, do not have to take any math courses.) And if a proposal to eliminate physical education requirements passes, the Core would be further reduced to 31 credit-hours.

In addition, the present Core requires about 25 credit-hours less than the UB Core did before it was eliminated in 1971.

The numbers arrived at, Daigle said, six hours of Humanities, for example, were a compromise to "keep peace." He said several departments said originally that they didn't have room in their total required hours for more.

He said, though, that after some investigation the Core Commission has determined that these claims are not totally accurate, if programs are adjusted.

"We can't tell a major program how it should be adjusted," he said, "but we can remind them, if necessary, that they are requiring more than the official crediting agencies require."

The Core Commission, whose function is to oversee the Core, to evaluate it and recommend changes when necessary, has passed a proposal to increase the requirements in the Heritage section of the Core.

"Several of us are convinced," Daigle said, "that with six hours in Humanities...you're not even taking the dust off the surface, let alone scraping it."

The proposal, which is to go before the University Senate probably this semester, would make Fine Arts and Humanities separate sub-sections of the Heritage section. Currently, Fine Arts, which includes the departments of music, art, theater and cinema, are included in the Humanities section. One course, or three credit-hours, from the Fine Arts sub-section would be required, while six credit-hours would still be required in the Humanities sub-section, which would be reduced to the departments of English, history, philosophy and foreign language.

Some Commission members also feel there is too great a variety of courses offered in the Humanities section. According to Edwin Eigel, vice president for academic affairs, "The original idea of the Core was to give students a common, general educational background. If you've got a list of 20 courses in the humanities and students can take any two of those, there's nothing common about that at all. That's a hodgepodge."

The departments of Fine Arts have already agreed to offer only one course, and the English department, according to Daigle, will offer only one literature course instead of three. But that poses a new problem: which courses will be cut from the Core?

The Commission has already considered that and is designing new, generalized courses especially for the Core. It has been proposed, for example, that two sequential general Humanities courses be offered. Students would take three credit-hours the first semester and three the next.

The Commission is also considering offering one of the traditional courses that happens to be fairly general already, like "Masterpieces of World Literature," instead of designing a whole new course.

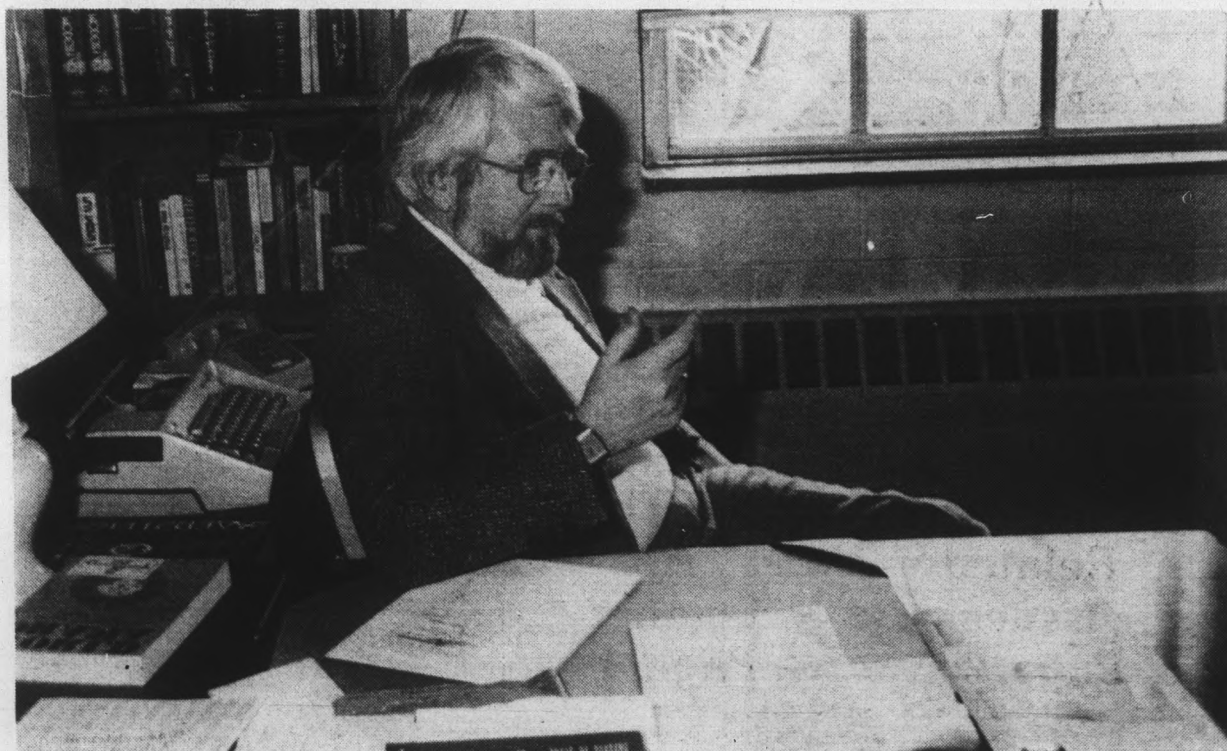
In addition to providing a more "common" education, these new general courses would be more economical, according to Eigel. For example, instead of 20 professors teaching 20 half-full classes, 10 professors could be teaching 10 full classes.

The Commission worked on the new Humanities courses last summer, but the faculty rejected them in the fall. A revised proposal will probably be submitted this spring. The Social Sciences section will be reviewed this summer.

The senior Capstone Seminar, although it was a component of the Core when it was reinstated in 1979, was not offered until this year when students affected by the Core reached the senior level.

The Capstone is meant to be the culmination of the education students have had at UB, Nazzaro said.

"They're supposed to have taken the basic cultural



Richard Daigle, core curriculum chairman.

(photo by Uri Solomons)

Continued on page 3

Education

Continued from page 2

heritage courses that they've had and integrate them with their specific disciplines, their majors, and bring to the Capstone some sort of viewpoint on a pressing issue that's facing us today," he said.

After reading several books, hearing lectures and participating in classroom discussions, students taking the Capstone are required to write a 15-page paper on a subject dealing with that semester's topic. This semester's topic, which is the same as last semester's, is "War in Contemporary Society."

Although Daigle said he has heard more compliments than complaints about the Capstone, it's not perfect. "This year's seniors," he said, "are in a sense having the roughest time of it because it's our first time at it."

For one thing, students are surprised to learn that the Capstone is a requirement. They either never found out or simply forgot that the Capstone is part of the Core.

The consequences resulting from this confusion have been great. Some seniors will not graduate as planned in May because they did not take the Capstone. Daigle said he didn't know how many seniors will not graduate, but at least one faculty member estimated the number at about 200.

Daigle said none of these students will be exempted from the Capstone requirement, but they will be permitted to partake in the graduation ceremony and the Capstone will be offered this summer.

Daigle also said that to prevent this situation students should keep in touch with their advisers.

"It is the responsibility of the individual college and even the adviser to keep the student alerted to requirements. It is not the adviser's sole responsibility because the student is required to know what's in the catalogue," he said.

Several students said, however, that even their advisers were not sure what was required. One senior made the decision to clear up the confusion on his own.

"I decided in my sophomore year to take my own direction into my own hands, not to rely on my adviser," he said.

Though the Capstone is required of all students, the program lacks the participation of instructors from all colleges. Most of the Capstone instructors are from the College of Arts and Humanities.

"The topics were good," said one senior, "but the teachers who taught it were way out of their field of expertise...the teacher was a sociologist and he had no concept of the mechanical or 'hardware' aspect of war...what's the purpose of having a teacher when questions relative to the course cannot even be answered?"

Nazzaro said the science departments were turned off by the topic this year. Because of the nature of science, a science professor, he said, might feel he had to take a pro-war angle. Next year's topic, "Future: Trends and Issues," he said, would probably open the Capstone up for all colleges.

The inclusion of physical education in the Core has been a controversy ever since the Core's return, and its future is especially shaky.

Last year the administration announced that P.E. 95

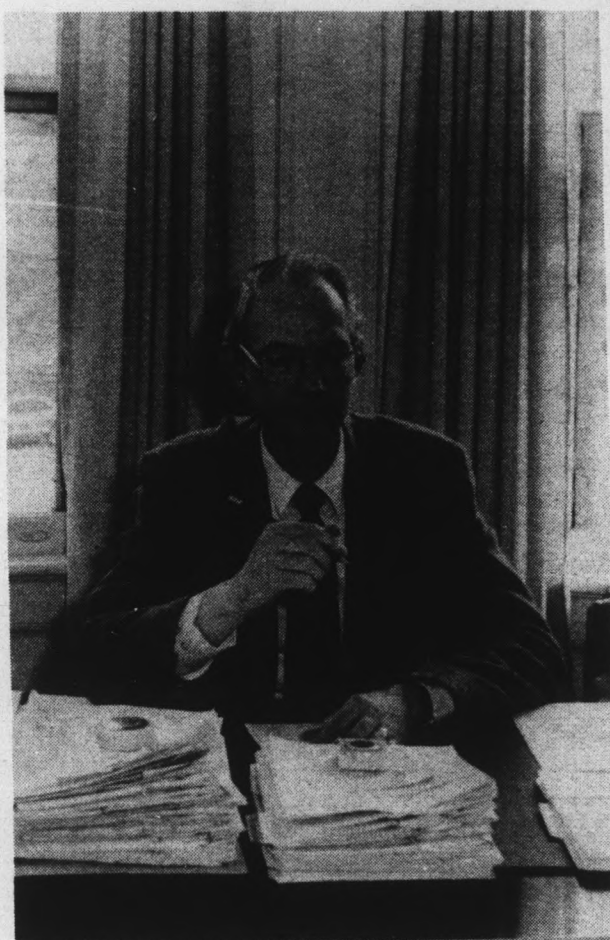
would be dropped because the Arnold College as a teaching unit would be phased out. Its only function would be coaching. Daigle said the Core Commission took the matter to the University Senate and recommended that the physical education program be retained as is. The Senate decided to continue the program in its present state for this year.

Arnold College was requested by the Commission to come up with an alternate proposal to the university's. It first proposed that P.E. 95 be made a two-credit course and that the one credit P.E. elective be dropped from the Core. Then, based on the student's performance in the class, the instructor could recommend that the student go to the Wheeler Recreation Center the following semester. The proposal was rejected by the Commission and then appealed.

It was then proposed that the P.E. 95 course be made a one-credit course for one semester. This has also been rejected and appealed.

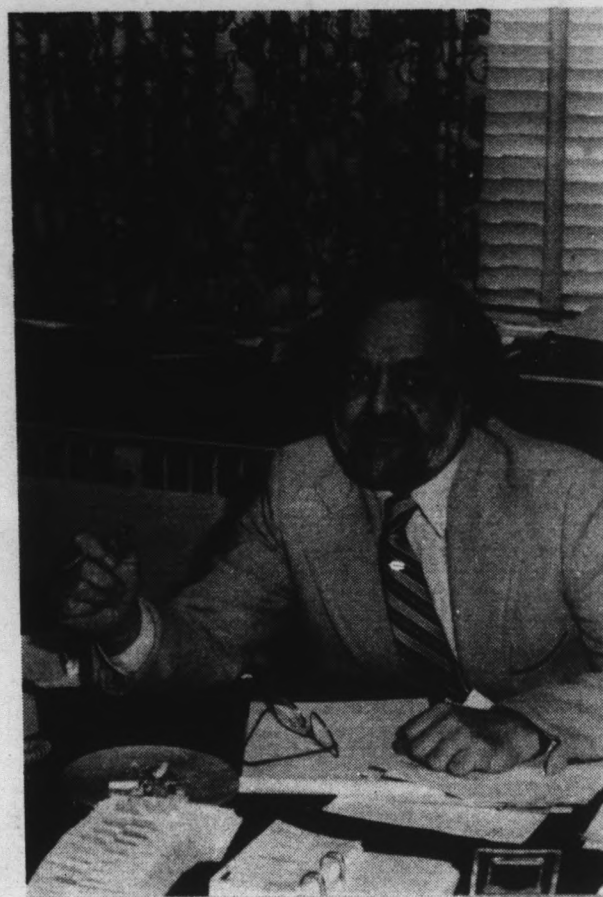
Students seem to have mixed feelings about the P.E. requirement. While one student said P.E. 95 was "fun," another said it was a "waste of time."

The Core has provided a different set of advantages



Edwin G. Eigel, vice president for academic affairs: "The original idea of the Core was to give a common, general educational background for students in all majors, across all colleges."

[Photo by Uri Solomons]



Russell Nazzaro, dean of the College of Arts and Humanities: "You have to be able to write, you have to be able to speak, you have to be able to think logically. These things are transferrable. But the purpose of the Core is not to get a person a job."

[Photo by Uri Solomons]

and disadvantages for students in the Metropolitan College.

Students in the two-year adult degree program are subject to the same university Core requirements as students working toward an associate degree. But, according to Karen Joelson, director of adult learning services, many Met students took these courses years ago and some of the requirements are waived. In addition, Joelson said, "These people went to school at a time when there was more required," and many are surprised that more courses are not required.

So the Core requirements are understood, and in some cases welcomed by Met students. Joelson said that some students have been "wildly enthusiastic" about communication courses in particular.

But the Core does pose a unique problem for Met students. Many of them have been able to return to college only because their employers are picking up the tab. But employers are reluctant to pay for courses that are not directly related to the employee's job. Joelson said she would like to see employers educated so that they understand the need for general education, that "people need a broad base so when their technological skill is outdated they will have something to fall back on."

The Core, then, has some imperfections that need to be worked out. Daigle said he and the Core Commission are receptive to ideas for taking care of some of these flaws. He does, though, take a stricter stand when it comes to complaints. "I do not take seriously any complaint that's not in writing and signed," he said. "That forces the student to think carefully before saying something about a course or an instructor."

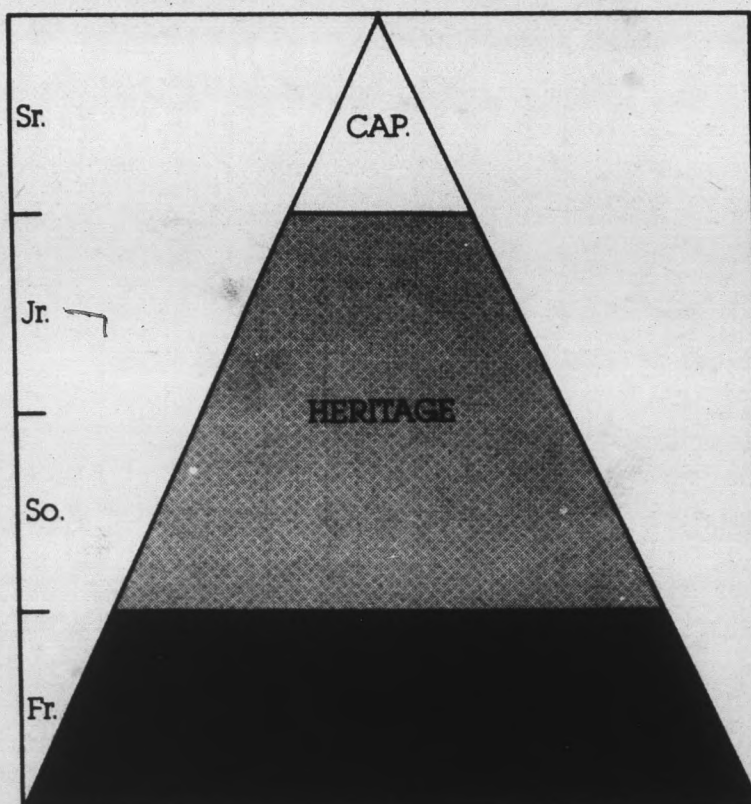
Nazzaro said that although Associate Dean Saurwein hears most complaints from Arts and Humanities students, he would not be entirely sympathetic to complaints because nearly all universities have general education requirements.

Kenny Gross, senior class president, said none of the seniors have approached him with complaints about the Core. "I don't think anybody is aware that they can come to me. If they did I would take it to Student Council. There must be something that can be done," he said.

Nazzaro said he thinks the Core's future should be an important part of the revision of the Long Range Plan. "What are we going to do now? Are we going to continue the way we are? I would hope that we don't...we could be doing a better job."

Daigle said these first years have been the toughest, but "in about 50 years it should be pretty good."

According to the UB Admissions Bulletin, students should spend their freshman year completing the "skills" section of the Core, mastering the skills of writing, speaking and thinking; the sophomore and junior years should be spent on the "heritage" section, where students are introduced to the arts, sciences and society; and the senior year brings all this plus knowledge in the students major together for the "Capstone Seminar." The Core makes up roughly one-third of the classes students take at UB.



Education

Wilson Hall: More Than A Teacher

by Mathew Schwartz

World traveler. Accomplished journalist. Actor. Wilson Hall has led an exciting life, to say the least.

Hall, 60, an ex-NBC news correspondent, and teaching at UB's Mass Communication department this year, has seen the inside of a Cuban jail cell and has experienced the harsh realities of war. He was a correspondent in both the Vietnam and Korean Wars.

"I was there for about nine months, through the Tet Offensive, which was certainly a lot of action. I remember at the end of it I came in and told my bureau chief that this was the first time in 16 days that I hadn't been shot at. I said to myself 'What am I doing here?' I got scared. I'd had enough," says Hall on his work in Vietnam.

When comparing the Vietnam War to the Korean War, Hall says the Korean War was much more sporadic—not as much action. "I guess the big difference was in the way they were each viewed. In Korea everything was black and white. When we saw the Vietnam War on T.V. the blood was red," he said.

But Hall's career has also exposed him to danger and horror at home in the states. Hall recalls when he came back from the war.

"I had just gotten back from Vietnam. I was visiting my brother in California and I was told to go cover Robert Kennedy's victory speech at the Hotel Ambassador." That was the night that Kennedy was assassinated. Hall said that was when he couldn't believe that he was back in the states. "I had just left all that killing and bloodshed only to come home and see one of our politicians get assassinated."

When a journalist, Hall was always on the move. He started out in Korea, he then went to Cairo and through the Middle East. He then came back to the U.S. only to go straight to Cuba where he would eventually be thrown in jail by Fidel Castro.

Lighting a cigarette, Hall explained, "it wasn't the most exciting place to be. I was the only foreigner in the cell. The others would be taken outside and executed." He was then based in

Rio de Janeiro for three years. He has seen all of the Southern and Latin American countries.

After the Vietnam War and London, Hall covered the Nigerian Civil War. It was then back to Beirut, Lebanon for a couple of years, and Washington D.C. From Washington Hall went up to Albany to be managing editor for a local TV station there.

"Out of all the countries I've been to Costa Rica was the most attractive. Any country where the president can ride to work on his bicycle I like," says Hall.

Hall has met some intriguing people through his work. "Fidel Castro wasn't really an interview, he would go into a monologue," he said.

Aside from monologues from foreign dictators, Hall has come across some of the most respected people in our country. "I'm very fond of Walter Mondale and George McGovern who were great senators. John F. Kennedy was a lot of fun. He had a great deal of humility for himself that was genuine," says Hall.

When it comes to national news broadcasters Hall is a reputable source. Hall admits, "both Dan Rather and Peter Jennings are excellent. They have both paid their dues, meaning work overseas." When speaking of the king of national news, Hall explains, "Walter Cronkite is a charm. I really enjoy him. We met up with each other during the Tet Offensive. We asked each other what we were doing there. We agreed getting scared was what we were doing there."

Why a journalist, a career that resembles the Baseball Farm system? Says Hall, "I find it a lot of fun. I started in college (University of Illinois), dividing my time between the college newspaper, the college theatre, and the college radio station. Being a pre-med student those activities didn't help my grades much, so I switched to Journalism. It's very challenging and competitive. It's the most fun you can have with your clothes on."

Hall has enjoyed his stay at UB. "I try to get to the games, the movies. The relationship with the students has been a good one. Everything has worked out," says Hall.

New Pub Rules

by Bob Makin

Several new rules concerning the use of the Knight Club Pub for special events were recently drawn up by Marjorie Andrade, assistant coordinator of student activities. These rules encompass party policies, booking procedures, and cancellation policies.

Under Andrade's jurisdiction, only established on-campus organizations which are registered with the Student's Activities office are allowed to use the Pub. To get access, the clubs must notify Andrade two weeks in advance. A typed listing of volunteers and the chairman's phone

number must accompany the notification, as well as a proposal of security arrangements and costs. If everything isn't finalized three days before the event, Andrade reserves the right to cancel the event.

A hall director or club advisor must be present at the party. Security officers aren't required, but they should be well considered. The sponsoring organization is responsible for security, if decided upon, and a mandatory clean up crew. Other workers such as bartenders and I.D. checkers will be provided by the Pub, because no one from a sponsoring organization is permitted to work behind the bar.

News

Grading System Revised

by Maurice Nyberg

On February 15, University Senate revised the grading system to include plus and minus grading. The proposal, which was made by Professor Douglas, passed by a vote of 19 to 8, with 2 abstentions.

The proposal states that the University Senate enact a grading system that includes: plus and minus grades for all students, graduate and undergraduate. In addition to the above it is proposed: a) that the letter grades be based on a four-point quality point system as follows, for undergraduate grades. b) That the D- grade be omitted for graduate grades.

Grade	Quality Points
A	4.00
A-	3.67

B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.00
D-	0.67
F	0.00

During the debate on the motion, various amendments to the proposal were defeated. Eric Prinz, Student Council vice president, moved to amend the motion to include only plus marks and plus quality points. Professor Mattingly said this would mean that the grades are simply inflated. Professor Douglas said that the LSAT's show that UB has grade inflation, and to add to it by only including plus grades would jeopardize a graduate's chances of finding employment or being

accepted into graduate school. The amendment was defeated by a voice vote.

Chris Ledoux, CBPM senator, moved to amend the motion to not include the A- grade or the A- quality points. The rationale, according to Ledoux, was that because of the high academic standards at UB, a student with an A- should receive 4.0 quality points. Ledoux also pointed out that the motion did not include an A+, grade or A+ quality points. Dr. Levitt spoke against the motion saying "The idea of this grading system is to give a fairer grade...giving a student exactly what he deserves—no more and no less." This amendment was also defeated by a voice vote.

It is not known when the new grading system will be implemented.

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nightmare.

Stephen King's
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News

Henegan Speaks At Student Council

Vice President of Administration and Finance Henry Henegan spoke at the February 29 Student Council meeting. After outlining his responsibilities, which include the responsibility for the university's budgets, the vice president answered questions from the floor.

He spoke about the increase in requests for computers from the various departments in the University. He said that such requests might total \$500,000 this year, and that perhaps \$100,000 dollars would be purchased. He spoke about the feasibility of creating more on campus parking spaces. Henegan also spoke about athletic planning and security on the UB campus. He had no comment when asked about faculty salary increases, and he said that tuition would go up next year probably somewhere within the national average of 5-8%.

Student Council rejected an allocation request from the Political Science Forum for a trip to Washington. Council allocated \$200.00 to the Society of Women Engineers for attendance at a conference at the University of Rochester. The Hillel organization received \$450.00 for its activities.

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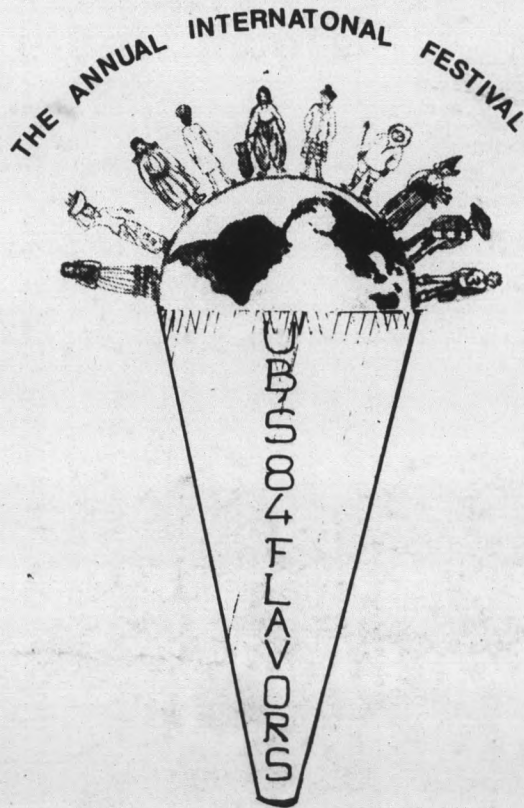
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Information



THE Scribe

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Scribe Applications Available

The Scribe is now accepting applications for the positions of managing editor for next year. Responsibilities include overseeing all workings of the newspaper and the newsroom, taking charge of policy, publication and staff decisions, designing layout

and various other editorial duties. Applications are available in the Scribe office on the second floor of the Student Center or at the Student Information Desk and should be submitted by Friday, March 23.

To the Editor,

Recently I was Staggered to hear that this school's administration, in the person of Vice President Heneghan, rejected the opportunity for this school to hear a U.S. Senator come and speak here. Senator Christopher Dodd was chosen as the keynote speaker for the Connecticut Conference of the American Association of University Professors and U.B. was to be honored as the host—Dodd will instead speak at Sacred Heart University or Fairfield University. The administration's justification for this denial still remains somewhat a mystery, but according to U.B.'s President of the AAUP Fred Esposito, the administration felt the Senator might say something disparaging about U.B. and that he might use the occasion to electioneer. Further, V.P. Heneghan has been quoted as saying the trustees "might not go for it."

First of all, I am at a loss to comprehend what business is it of the administration what Dodd says, even if indeed he had time to concern himself with this university's problems. Neither

do I see potential electioneering as a legitimate concern. My God, the guy is a U.S. Senator, we have to assume some integrity. Even more so, this casuistry is insulting to this student body's intelligence. AND, who the hell are these trustees who wouldn't "go for it?" They are made to sound like dictators. The whole damn thing smacks of censorship and reactionaryism! Is this incident just another nit-picking round in this administration's battle with the faculty with the students ending up the losers? Yep, I'm afraid so, but I also feel it represents something larger: the systematic attempt of those in this university to create a vacuous trade school out of what was once a fine university.

Benjamin DeTroy

Dear Editors:

As a graduate of the University I would like to express my praise for The Scribe's new look. I'm sure that the change should have taken place long ago. I'm

pleased to see that someone had the guts to try something different. Keep up the good work.

An item was called to my attention that The Scribe may want to check into in one of its up-coming editions. Why is it that the Dean of Students, and two of the three Associate Deans are not in handicapped accessible locations? Think about it. While Dr. Benamati was in the Library she was accessible, but now she isn't. Dr. Straka has never been in an accessible location and he's the Associate Dean responsible for Special Populations. When you think about it much of the Campus isn't accessible. Although many of the academic buildings are accessible (I think all of them are except Junior College and Dana Hall) many of the other buildings are not. The Student Center isn't at all. No Handicap person would be able to be part of WPKN, or SCBOD or The Yearbook, or the Student Council, or even The Scribe. And with Student Council having its meetings on the Second floor or an inaccessible building

Campus Corner

International Flavor

INTERNATIONAL FESTIVAL — "Flavors of the World" — Saturday, March 24, 1984 - 7:00 p.m. — Social Room — TICKETS ARE ON SALE NOW! Call x4395 or come to 85 Park Avenue!

Don't miss the Third Annual International Bazaar and Tag Sale Sunday, March 18, 11 a.m. to 5 p.m. in the Student Center Social Room.

DANA Scholarships

Dana Scholarship application forms are available in the offices of the college Deans. Approximately 15 scholarships are awarded. To be eligible for a scholarship and election of the Dana Society, a student must have a minimum QPR of 3.2, be enrolled full-time, and have earned at least 24 credits at the University of Bridgeport by the end of the Spring semester. Dana awards are based on financial need and range from an honorary grant of \$500 up to \$2000 a year. For more information contact George Blake, X4687.

Food Fun

For all clubs, organizations and dorms, Daka is having their annual Carnival on March 28 during the evening meal. Groups are needed to sponsor games in the dining hall during dinner. If interested get in touch with Manny at Marina Dining Hall, X4086. Space and prizes available. D.J. also needed.

Bus Tokens Available

For your convenience, bus tokens can now be purchased at the cashier's office in North Hall, effective Feb. 27, 1984.

Advanced Life Saving

Anyone interested in Advanced Life Saving can register at the Wheeler Rec. Ctr. Classes are Tuesday's and Thursday's from 8:00 to 10:00 p.m. The classes will run from March 20th to April 26. The fee for the class, which will take place at Wheeler Rec. is \$15 for members and \$35 for non members. For more information call 576-4460.

Pool And Pong

Last chance to sign up for the campus wide Pool and Ping-Pong tournaments. Leave application in envelope at Dorm office or Student Ctr. Campus Info Desk. Prizes awarded!

Seaside Shuffle

The 2nd annual Bridgeport Barrister's "Seaside Shuffle" 10 kilometer Road Race will take place Sunday, April 8, 1984 at noon. The entry fee is \$6. The race location is the UB campus and Seaside Park. Free beer after the race.

Paradise Down Under

A slide talk titled "New Zealand: Paradise Down-Under Style" will be presented by Dr. John Nicholas, Associate Professor of Geology, on Thursday, March 29, at 8:00 pm in the Recital Hall of the Bernhard Ctr. The program is free of charge and open to all. Dr. Nicholas also invites everybody of the UB community to join him on an all-day fossil-collecting trip to the Catskill Mountains of New York state. The trip by chartered coach is scheduled for Sunday, April 15. A fee of \$5 covers the transportation cost. For details call Dr. Nicholas at X4256.

CALENDAR OF EVENTS

Thursday, March 15
 8 and 10:30 p.m. BOD film, War Games, Student Ctr. Social Room.

Friday, March 16
 4-7 p.m. TGIF, Faculty/Staff Dining Room. 8 p.m. Cinema presentation All The King's Men, Recital Hall.

Saturday, March 17
 St. Patrick's Day
 2 and 8 p.m. All The King's Men, Recital Hall.

Sunday, March 18
 11 a.m.-5 p.m. HISP International Bazaar and Tag Sale, Social Room.
 3 p.m. Russian Chamber Music, Terrence Greenawalt, Director, Recital Hall.
 8 p.m. BOD film, War Games, Social Room.

Wednesday, March 21
 12 noon Wednesday Noon, "Grieving: Some Perspectives," Private Dining Room.

12 noon Board of Associates Dialogue Luncheon, Jim Fixx, Guest lecturer, Social Room.
 4 p.m. University Senate, JW 103

8 p.m. Trombone Choir and Percussion Ensemble, Recital Hall.

Thursday, March 22
 Civil New Year (India)
 8 and 10 p.m. BOD film, Flashdance, Social Room.

Friday, March 23
 4-7 p.m. TGIF, Faculty/Staff Dining Room.
 8 p.m. Theater Department production, A Funny Thing Happened on the way to the forum, Mertens Theater.

Saturday, March 24
 9 a.m.-5 p.m. First Aid Workshop, Wheeler Rec. Ctr.
 7 p.m. International Festival, foods and exhibits, Social Room.
 8 p.m. A Funny thing...Mertens Theatre

Sunday, March 25
 4 p.m. UB Concert Choir and Chamber Singers, Recital Hall
 8 p.m. BOD film, Flashdance, Social Room.

Tuesday, March 27
 2 p.m. Baseball, UB vs. University of New Haven, home.
 7:30 p.m. Computer Graphics, Darcy Gerbarg, lecturer, Bernhard Ctr. Rm. 217

Wednesday, March 28
 Teacher's Day (Czechoslovakia)
 12 noon Wednesday Noon: "Motivate Thyself," Private Dining Room
 2 p.m. Baseball, UB vs. Quinnipiac, home
 7:30 p.m. "The Artist Portrayed: Photographic Portraits of Artists," Harvey Stein, Recital Hall.

Thursday, March 29
 2 p.m. Softball, UB vs. Iona, home (DH)
 8 and 10:30 p.m. BOD film, Never Say Never Again, Social Room.

Voices

their voices wouldn't be heard.

One may argue that there are no handicap students at UB and therefore the school doesn't need to be accessible. But it's only through becoming accessible that you can attract the handicap. Imagine being a UB student who because of illness or accident becomes wheelchair bound. Then imagine all that you couldn't do. No events in the Student Center would be open to you. Would you feel a little rejected and discriminated against?

Maybe what The Scribe should do is put a writer in a wheelchair for a day or two and see how he/she fairs on campus. Then ask an administrator to do the same.

The administration is aware that this problem exists. It has been pointed out to them many times. It seems as if they think that ignoring the problem will make it go away. Maybe if the students take up the issue something will be done about it. It would be a nice gesture if Student Council started having its meetings in an accessible location (Jacobson 103?)

I'm not involved in this issue because I am handicap or any of my friends are. I'm involved because UB prides itself on being a career oriented school and we are at a time when the handicap are moving into the job market and becoming career professionals. UB's campus could be a great school for the handicaps; Engineering, Communications, Industrial Design, Music, and Business are all programs where the handicap have made great strides in. Why not open the programs at UB to them?

It's something to think about.

Yours Truly;
A Concerned Alumni

Residence Hall Students,

Most of you are well aware of the serious fire that destroyed two rooms in Chaffee Hall a few weeks ago and damaged other property. A combination of efficient responses from residence hall staff, UB safety and security officers, the Bridgeport Fire and Police Departments and a great deal of luck, kept this fire from becoming the kind of tragedy that includes the loss of

human life—yours or your friends. Those of you who saw the devastation realize now the terrible swiftness with which your life can be threatened by fire.

The cause of the fire, according to the Bridgeport Fire Department Report, was an appliance left on. There is little that the University can do to fully protect you from your own or another's negligence. What we can do, however, is work even harder to reduce the chances that careless or thoughtless acts will result in a tragedy like this one or worse.

To that end, I am amending the existing regulations relating to electrical appliances, equipment, hazardous materials, and the like that can be housed in residence hall rooms. To date, you have been advised by hall directors and R.A.'s about safety hazards, you have been written up, or in some cases, fined. Our room checks indicate that immediate removal of an item is generally followed by immediate replacement. No longer.

Between March 12 and March 16, University staff will conduct a safety check of all rooms in all halls. An immediate \$50 fine will be imposed for each item in a room that appears on the list below. The fines will appear on your residence hall bills as dorm damage and explanatory letters will be sent to the address of billing:

LIST OF SAFETY VIOLATIONS:

1. Any cooking units or hot plates possessing exposed heating elements.
2. Any electric appliance with a frayed or damaged cord.
3. Multiple-plug extension cords or any non-heavy duty extension cord.
4. Multiple outlet plug-in units of any kind.
5. Materials of cloth, paper or wood draped under, or covering the ceiling, or ceiling light fixtures, radiators or electrical outlets.
6. String lights or Christmas Tree lights.
7. Clutter of a cloth and /or paper nature that covers or surrounds outlets or electrical appliances.
8. Space heaters.
9. Live cut plants or trees.

10. Hazardous property or weapons.

Those cooking appliances which are permitted are U.L. approved toaster ovens and coffee makers in which heating elements are not exposed. Single outlet, heavy duty extension cords are also permitted. Small electrical appliances that generate heat such as hair dryers, curling irons, clothes irons and the like are permitted,

but students should examine their own appliances for faulty or "hot" wiring.

If violations are found, a student will be fined \$50 on initial inspection and additional \$50 every time an inspection (announced or unannounced) is conducted and for every day that a residence hall staff member views the violations, provided the student has written notice of these observed viola-

tions. Unapproved or unacceptable materials may be confiscated and stored at the Department of Public Safety until arrangements can be made for proper handling.

We do not seek to make this a "catch-me" game. The point is—for your own safety and that of your friends, remove fire safety violations and keep them out.

Jacqueline D. Benamati
Dean of Student Life

Column

OPA—Continuing with the Tradition

column

by Donna Ruggiero

On April 15, 1963, Omega Phi Alpha sorority was founded at U.B. It was one of the first three chartered chapters that formed OPA, National Service Sorority.

For the last 21 years, OPA has changed with the times. But there is one thing that has not changed within the sorority, and that is its beliefs. They're national service sorority that aims itself towards friendship, social activities, leadership on campus, and cooperation in relation to service to the community at large and to U.B.

The year OPA has 20 recognized members and is currently pledging 8 future sisters. The sorority pledges the girls for three weeks. It is a time for the pledges to learn the importance of sisterhood, unity, friendship, and service. At the end of the pledge period there is a hell night where the girls have to show they have learned what sisterhood, sorority, and unity are all about. The next day is followed with an initiation breakfast. The pledging period consists of tradition that has been developed down through the years.

"The purpose of a pledge period in OPA is to allow pledges the time to gain the friendship of active members and fellow pledges through service and social projects. And in doing so, they are developing their personal leadership abilities," comments Mary Boehlert, OPA president.

Omega Phi Alpha is not dedicated to one group, charity or cause, but rather two different ones each year. This year, the

group's two main severic projects are Mental Health and the National Head Injury Foundation. In the past the sorority has given its service to such groups as the Girl Scouts and the Special Olympics. Each sister is required to perform 20 hours of voluntary service a semester.

"The chapter helps members discover the best in themselves while engaging in service to others," explains Boehlert.

On campus, Omega Phi Alpha gets itself involved with many different activities. They coat check at mixers and special dances. Waldemere Hall is familiar ground for OPA sisters—they decorate the hall for Christmas and Spring at Waldemere, and also student hosts the events. This year, OPA was in charge of food for Superdance '84 and went to area food places to ask for suitable donations for the dancers. At the Beardsley Home on Park Ave., the sorority can be seen visiting the residents. The residents are fondly referred to as "the grandmothers of OPA".

"The women in OPA should be commended and I hope they're proud of all the work that has been put into the University and its surrounding community by them", remarked Jane Roseman, OPA advisor. "It has been and continues to be a wonderful experience with OPA. I am pleased in seeing the growth that has taken place within the group in the last couple of years".

Another one of OPA's beliefs is its belief in the other fraternities and sororities. The UB InterFraternity/Sorority Council is the governing body of sororities

and fraternities, and the go-between to Student Council. At the UBIFSC meetings, each sorority (TE, CZR, OPA) and fraternity (NSE, UBS, TKE) is represented and there is an underlying attempt to tighten bonds, brotherhood, and unity between all six groups.

"We believe that each fraternity and sorority is working for the same basic goals of brotherhood/sisterhood and unity, but each group has its own purpose which is achieved in its own way. The underlying causes are all the same," noted Boehlert.

Socially, Omega Phi Alpha has had its share of parties and special events. One very special event for OPA this semester will be its Alumnae Cocktail Party. OPA has about 175 former sisters who are anxious to see how the sorority is functioning today as the rise of Greek Life is once again on the increase.

Omega Phi Alpha is a solid organization made up of women with different backgrounds, personalities, outlooks, and attitudes.

"Membership in OPA is earned, not granted on preconceived judgements. The experience of a sorority affiliation should strengthen our worth as women leaders and important contributors to society. Top performers create a broad, uplifting, shared culture," said Boehlert.

Today in 1984, Omega Phi Alpha continues with the tradition it began in 1963: the development of friendship, leadership, cooperation, service, unity, and sisterhood. May it continue to grow and flourish for another 20 years.

UB VOICES

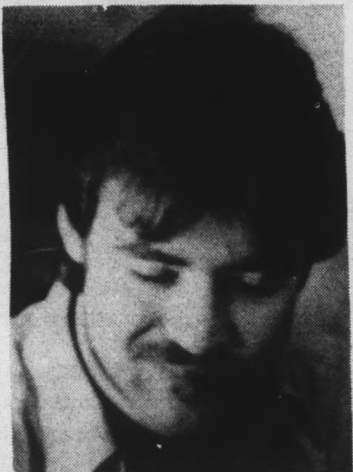
The following comments were made by UB students in response to the question: "In your opinion, what are the qualities which make a teacher good?"

(Photos by Sue Zavadsky)



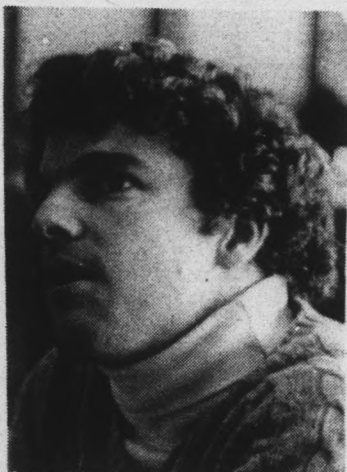
"Their qualities should be that they know their material and that they can keep the class interested...that they are able to help the student individually and the class as a whole, that they're aware of the class's problems and needs."

—Mary Bednarik
Dental Hygiene, Freshman



"A teacher who's sensitive to the students needs...who has a real need to help the students, rather than a teacher who doesn't care and just goes into the classroom and teaches..."

—Norman C. Adelpkop
Pre-med, Junior



"I guess the thing that I really look for is a teacher who can communicate the ideas very clearly, add a little zip to the lecture...I guess it depends on the discipline."

—Jerry McGarey
Geology, Senior



"Showing up for class, being fair, not favoring anyone, not giving tests every week—that's something I hate."

—Shari Seiden
Education, Junior



"A teacher who not only knows their topic but knows how to communicate it to the class so that the class doesn't fall asleep..."

—Donna Ditchkus
Management and Industrial Relations
Senior

THE TEACHING

by Doug Swift

The teaching phenomenon is one that is usually taken for granted. How often does a student wonder if he/she's being taught properly? By a good teacher or a bad teacher? If the teacher is imparting all the knowledge a student should know in a given course?

How often do teachers re-appraise the reasons for which they teach? If they're teaching as best they can? Or if it ever gets to be 'just a job'?

What much probing has revealed is that it should never be 'just a job.' By the same token, a student should never be at college for 'just a degree.' Persons with these attitudes are missing out on an amazing phenomenon—one which changes lives.

In the setting at which we are looking (the college campus), the essential force of the teaching phenomenon is the teacher. The question is: What is a teacher? Can anyone teach? Why do people teach? Does the ego factor have a positive or negative influence on teaching? One question becomes many questions, and each question has many answers. There are few definitive right and wrongs in teaching, which is why a probing documentary of this profession can be so fascinating.

"I think teaching is an art," said Professor of History Christopher Collier, "and it is not something you will be successful with if you don't have the natural talent." One of the things about teachers that is special is the fact that not everyone could do it. It is also one of those noble professions which can be a person's life vocation, as is the case with Professor of Spanish Wilfred Garcia. "I think from the very beginning, somehow or other, I was meant to be a teacher. There are some people who are meant to be teachers."

A logical question could be why? Why would anyone be destined to teach? Why would anybody want the demands, the responsibilities?

"It's for the good of one's soul," said Dick Allen, Professor of English. "It's very religious—you can't turn your back on talent...you can't turn your back on need. If you do, you diminish. A man is an island. If I have something that I can teach, whether it's just a comma splice or how to use a semi-colon, or the understanding of a poem by Emily Dickinson, I am somehow religiously obligated to teach that."

Professor of Art Jack Sal teaches for quite a different reason: "It beats working for a living. I don't know of any money making activity that I could be engaged in that takes, for me, less...energy...and where I can deal with issues that are important to me. It's a job which interferes least with my own artistic endeavors, as opposed to somehow support them. I mean, I have to pay my mortgage, but I have to work (in my studio)."

Somewhere between moral obligation and practical necessity lies teaching for its own sake, for the fun of it. "If I can see that I have affected another person in a positive way," said Associate Professor of Philosophy Ed D'Angelo, "I get a lot of joy out of that—self-satisfaction. It's almost like if I was financially sound I wouldn't ask for the money."

The reason one teaches, however, often has no bearing on how well that person fulfills his/her responsibilities. In teaching, these responsibilities are to impart knowledge to the students—or to as many students as possible. For this to happen a teacher needs what some would call 'empathy' for the students. "You have to

have a real interest in the student," said Garcia. "You have to be able to relate to (him) in the classroom. As you teach your lesson you're watching your students because they're your audience..." Allen agrees, and expands: "I've got to be flexible. I've got to move with the current of the students and the times. Whatever I'm teaching, I've got to relate their lives with what's happening in class. If I'm teaching *Billy Budd* and there is a war going on, or a choice or a political scandal, I've got to be able to relate the two."

There is a mutuality evolving here: what Sal calls "the engagement of ideas, not simply the partaking and distribution of facts." This mutuality evolves into a rapport: "the students appreciate what you're trying to do," said physics professor John Tucci, "and you appreciate that they're trying to learn."

Finally—through mutual rapport and intellectual exchange—emerges the essence of the teaching process: the growing and expanding of minds, and the changing of lives. "When (students) finish with my class," said Collier, "I want them to be different people."

One student who has been so affected by the college experience is Becky Cox: "I don't remember a lot of (what) I learned even two years ago, but...I find I'm open to a lot more than I was then. I mean I'm really able to tolerate a lot more as far as ideas go than what my narrower world was beforehand."

Teachers may also be expanded, and Sal explains how he keeps growing: "By questioning assumptions that I have, by having to formulate intelligent and precise ways of presenting information that I assume I know, and by rethinking issues that I feel are the basis or the foundation for important engagement for the student to be involved in."

Probably wherever this mutual exchange of ideas and growth is going on, there is what would be considered a "good" teacher. But what exactly are the qualities which make a teacher "good"?

This is a difficult question to answer since the nature of most teachers is to be individualistic. A quality which might serve to make one teacher good could make another teacher bad. With this in mind, following are five qualities which are most often considered to be relevant to good teaching:

DEDICATION. "My house could burn down and my family could be burned to death," explains Collier. "Once I get into a classroom my concentration is so great nothing else exists." Dedication is a requirement many teachers impose on themselves, and when students sense this they are often inspired to dedicate themselves to that particular course.

PREPAREDNESS. Many professors no longer prepare for courses which they have taught repeatedly. Some would contend, however, that a 'good' teacher still does. Collier again: "I've taught American History 80 times, never the same twice. I still read the chapters over before I go to class, to make sure I know what it is that they're supposed to know." Garcia is another who emphasizes preparedness. "I read a lot of materials," he said. "I go through a lot of books, I say, 'OK, what can I use, what might work.' So there's an awful lot of pre-planning and thinking out in terms of how it's going to work," particularly, he emphasizes, for the lower level classes.

Often students don't realize when a teacher has spent much time in preparation, but students can easily sense

when a teacher has not prepared properly for a class.

ENTHUSIASM. This receives much attention from both teachers and students as a pre-requisite to good teaching. "Enthusiasm is essential," said John Genet, a physics major. "Without (it) I don't care how well the subject is known, it's not conveyed..." Becky Cox agreed, and referred to Professor James Scott of English, who is known to be enthusiastic about the subject he teaches. "That man gets so much into his literature," she said, "that he is lost, man...you're there and he's pouring his soul out to you...When they get that excited you can't help but get that excited."

CREATING AN ENVIRONMENT. While most teachers would agree that they must create an environment conducive to learning, many would disagree on exactly what that environment should be. According to D'Angelo, it is the teacher's job "to make the classroom experience a joyful and exciting place to come to. I want my students to come to class because they really want to come to class; they anticipate learning something, interacting with their fellow students and instructor and

"If I can see that I have affected another person in a positive way, I get a lot of joy out of that."

—Ed D'Angelo, teacher

coming out of it with, not only more knowledge, but being able to think."

D'Angelo's would seem the ideal situation, but it is not really conceivable in all situations. In the next issue we'll look with more depth into the issue of whether it's the teachers' responsibility to teach (i.e. create the environment) or it's the students' responsibility to learn.

BEING ON THE CUTTING EDGE. "The job of being a faculty member is not merely to teach," said Dean of the College of Arts and Humanities Russell Nazzaro. "It's also to be on the cutting edge of your discipline." In a sense, this is what many students feel they pay such a high tuition for: the privilege of being instructed by a dynamic, inventive engineer, or someone heavily published—be it poetry, scholarly essays or works of art.

But this concept of "the cutting edge" has complexities worth a closer look.

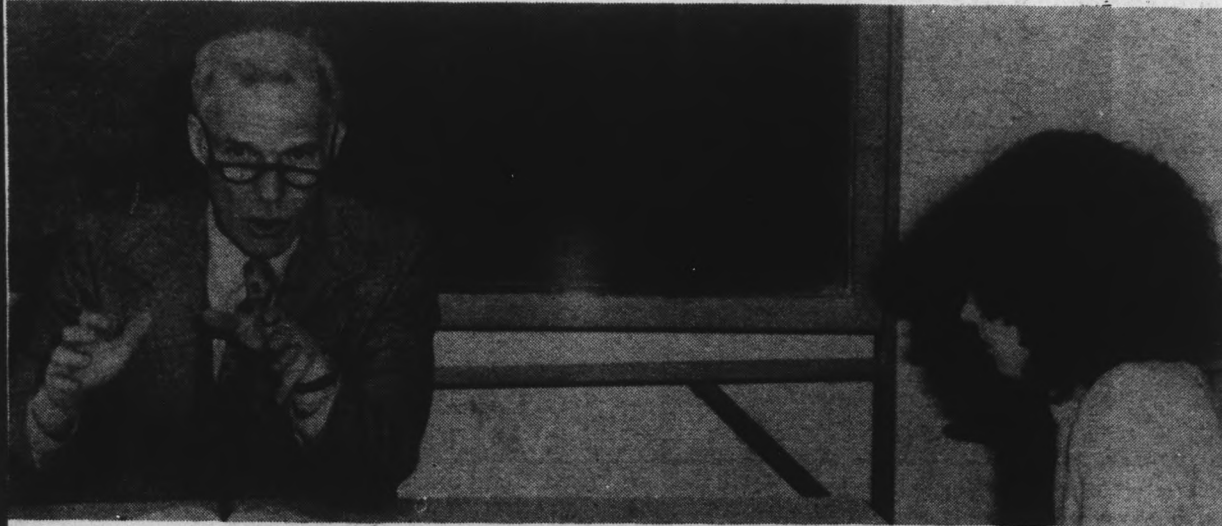
"I think that in the arts," said Sal, "probably in any (discipline), it's important that people have life after class; that you can't teach (art) if you don't work (in your studio); that there is no effective way in which that activity is rewarded through the university policies and I think the university, and most universities are in a magnificent and very lucky position of being able to exploit the amount of talent that's available."

Among other things, what Sal seems to be saying is that outside activities and the activity of teaching are inseparable, a feeling shared by Professor of Engineering Franklin Fitchen, who quotes Shakespeare: "All men in their time play many parts"...but I try to put it all in one ball...I don't distinguish the writing from the teaching."

Some teachers do, however, and they may put more importance on their own work than on their teaching. In such cases the "cutting edge" becomes a "double edge." For the sake of his discipline a faculty member might miss a class, or a week of classes, or not afford enough time to students and classroom preparation, or may simply be too tired—from the extra hours of work—to teach effectively. Though not epidemic in proportion, such cases as these have been noted.

The position of teacher is by its nature a prestigious position of power. Does the holding of such power, of being the object of attention of so many students affect a teacher's ego? If so, is this necessarily a positive effect?

"You can see that it is an ego trip," said Garcia. "Where else could I be a star of a show four times...a day." Many teachers, like Garcia, receive ego-satisfaction from their teaching, which seems to have a positive effect on their teaching ability. For some teachers satisfaction of ego is a driving force. "Why does it come



Professor of History Christopher Collier

[Photo by Uri Solomons]

PHENOMENON

first? Collier asks rhetorically about his teaching. "Why does it dominate my life? Because my ego's involved."

But strong ego involvement can also present certain dangers, as explained by Allen. "Where the danger is is that if the ego boost that can come from teaching becomes...one of the main reasons for your life. If the teacher lives only for his or her students the student begins to perceive that the teacher needs him or her so strongly that there's a relationship buildup of need rather than knowledge. For me," Allen concluded, "I don't think that it's that much of an ego trip. Maybe because I've always had other places to exercise my ego..."

Sal is another teacher who gets little ego satisfaction out of teaching here, "because you realize," he said, "that the level of engagement that one would be involved in on a graduate level or with post-graduate work with colleagues is ten-fold, perhaps. A lot of the things that you get away with in a class which may feel egotistically satisfying because you're imparting knowledge, would just be foolish generalizations in any more severe an exchange of ideas."

"I'm really able to tolerate a lot more as far as ideas go than what my narrower world was beforehand."

—Becky Cox, student

Tucci has a different perspective, but a similar result as Sal's, emphasizing the mutuality between teacher and student. Said Tucci, such mutual respect takes the spotlight off of the teacher, and alleviates any possible ego situations.

The final consideration of the ego factor, and potentially the most explosive, is its relationship with bad teaching. "I've had a professor," said one student, "whose ego gets in the way—he just gets so excited about all these conferences he's been to...and the tangents are just incredible."

Other teachers express concern for bad teaching, and often cite ego-related factors. "I worry a lot about negative criticism," said Allen, "and I worry a lot about people who must put down their students... (teachers) who misuse the position of power that the teacher has to prove their own strength and their own ability..."

Another occurrence is when the center stage of teaching is utilized for stories or jokes not related to the classroom subject. "I feel time is wasted," said a student, "and I feel like, why am I even here?"

Whereas many of the issues discussed so far could have positive or negative effects on the process of teaching, there are certain behaviors which are simply considered to be BAD TEACHING by a majority of people. Some of these include:

UNMARKED PAPERS. Some teachers hand back papers with little or no marks on the inside margins, and only a letter grade on the top. What this more or less symbolizes is that the teacher had given that paper minimal—if any—consideration. Said Collier of such teachers: "If you're not prepared to read the papers carefully you shouldn't assign them. It's better for the students to do nothing, than to do a bad job and have it accepted," because instead of teaching students in a positive way, "you're teaching them bad habits."

LACK OF ORGANIZATION. In classes which are poorly organized students often get discouraged and disinterested. "We don't know when we're going to have a test, or do a paper," complained one student. "You can't plan your time."

There is a subtle but large difference between a class of this nature and one with loosely adhered-to guidelines, but guidelines nonetheless. Students often prefer the latter over even the most organized courses.

DISINTEREST IN STUDENTS. Earlier we saw how important it was for teachers to empathize with their students. Fitchen reiterates: the teacher "has to relate to the students at the students' level or at the position that the student is in. (But) I don't think that all faculty can do this. I think that some faculty get involved with where they are...and can't relate back to students." Once

again, the result here is generally student discouragement and disinterest.

But for as long as there have been complaints about certain teachers, there has also been an inability to do anything about them. Reasons for this are many-fold.

First of all, students are generally reluctant to complain often because they feel intimidated, or under the control of the teacher. "It's sad to say," said one student, "but they have something you want." Added another student: "It just makes it harder (after complaining) to get enthusiastic about the class when you know the teacher's not crazy about you."

The next fault in the system is that, even if students did complain (as they sometimes do), they would have to go first to the chairperson of the department. "Remember," noted Nazarro, "these chairmanships rotate. In one year your colleague will have it and the next year you have it...so that you have a certain amount of peer pressure not to criticize." Hence certain chairpersons have been known to mute student complaints, and it may be just as well. "Generally speaking," added Nazarro, "firing someone for cause is very difficult and you have to have a pretty strong case—a person has to do something real bad."

This is not to say that there are no checks in the system against bad teaching: only that the checks can occur before the fact. In other words, when a teacher is hired, he/she is evaluated each year (from the student evaluation forms) before being reappointed, until that teacher reaches tenure—whereafter the position becomes permanent. "We assume that by the time they reach tenure," said Nazarro, "they have been evaluated for their teaching ability, and thereafter it's very difficult to keep constantly assessing their teaching ability. We assume they will continue as they had. That's not always the case, however."

On the whole, it is encouraging to hear most students at UB rate the majority of their professors highly.

And it is interesting that in such a complicated phenomenon as teaching/learning, the final interaction is the teacher's dictatorial evaluation of the student in the form of a letter grade. But this is an inescapable reality, even for the teachers who strive to impart more than a grade, and for the students who are out for more than a grade. In its essence, that transcript will be final representation of what over \$3,000 tuition was put towards, and may be the factor which decides whether

or not a student can get into that graduate school, or get hired for that certain job.

But the standards on which these grades are based are conceived by each individual teacher. The current problem here at UB, and at schools across the country, is that these standards have grown lax: the result being grade inflation.

"Although I believe in principle that in college you ought to have some fairly rigid standards," said Collier, "we're a private enterprise and kids come here and they pay their tuition. The decision as to whether or not they can crack this is made by the admissions department. So once they're here, we have a responsibility to teach them in such a way that they can graduate—not necessarily get A's, or B's, but you can't make the courses impossible to pass for the given student body—if they do the work. An A from me is something to be treasured and valued, I don't give them away. (But) I've had to give in to some of the grade inflation pressures."

However, many teachers have not resisted grade inflation pressures, and the value of the A has been brought into question. Said Dean Nazarro, "I'm going to start calling instructors who have, for example, all A's on their sheets and ask them to justify, just as I would if they had all F's on their sheet. I think grade inflation is a bad thing and I think it's rampant here."

But what has hopefully been revealed here is that the essence of the teaching phenomenon lies not in such matters as grade inflation, or even in grades. It lies in the personal growth of individuals—a potential which is conducive to success stories. And many teachers have success stories, but perhaps Garcia's sums up the nobility of the teaching phenomenon best by relating it to a father/son relationship:

"My success story was my son," Garcia explained. "We were always good friends...but to see my son sitting in the classroom as one of my students, his eyes smiling like the rest of the students, that was a great feeling. So afterward I could sense the love between father and son had changed somewhat because I think he had more respect for me, and I had more respect for him. The success story was how our love improved between he and I."

In the next issue we look at teaching techniques, the nature of students today, and whether it is the students responsibility to learn, or the teachers responsibility to teach.

An Historian, A Physicist, An Artist, An Engineer...

The following is a listing of the teachers interviewed for the above story.

DICK ALLEN: Charles A. Dana Professor of English. Allen has an M.A. from Brown University in American and English literature. He has published poetry in over 200 magazines and journals, including *The New Yorker*, and *Poetry*, and has recently received the NEA for creative writing. A new book of poetry is due out this spring. Allen has received awards from some of his students for outstanding teaching.

CHRISTOPHER COLLIER: Professor of History. Collier has his Ph.D. from Columbia. He has taught on the high school level, and is still active giving talks and seminars for lower school librarians and teachers. He also writes kids' historical novels (the 6th to be published next month) and is currently working on three scholarly books, as well.

EDWARD D'ANGELO: Associate Professor of Philosophy. D'Angelo has his Ph.D. in philosophy from the State University of New York at Buffalo. He has taught at the grammar school level and has applied his area of specialty, the teaching of critical thinking, to teachers and children in this area. He also organized the first formal meeting between American and Cuban philosophers in 1981, and is currently planning—with a philosopher in Mexico—a meeting in Mexico City between philosophers from North America, South America, Latin America and Central America for the coming summer. His new

book, derived from the Cuban meeting, is due out this semester.

FRANKLIN FITCHEN: Professor of Engineering. Fitchen has his Ph.D. in engineering from Yale. He has spent nine years at the University of Rhode Island as teacher/researcher, seven years at South Dakota State University as researcher, and has been at UB since 1972: eight years as Dean of Engineering, three years as Professor. Fitchen is actively publishing.

WILFRED GARCIA: Professor of Spanish. Garcia has his Ph.D. from Columbia, and taught at Fairfield High School before being recruited to UB. Having been teaching for 31 years, Garcia's reputation is well noted, and he has turned down many offers to teach at other schools. He is very active on community committees and in observing instruction of foreign language in the state.

JACK SAL: Professor of Art. Sal is a graduate of the Art Institute of Chicago. He also teaches at the graduate level at NYU, and was visiting instructor last fall at Rutgers. Sal's works are in over 20 private collections and have appeared in over 40 museums, including the Museum of Modern Art. He is considered the worker in non-camera photography in his field.

JAMES TUCCI: Professor of Physics. Tucci has his Ph.D. from the University of Massachusetts at Amherst. He came to UB in 1966. Tucci actively consults with industry on research.

Education

A Few Things Better

A Talk with President Miles

This week President Miles addresses CTI, the Arts and Humanities.

Scribe: You took over as University of Bridgeport president in the 70's, which was more or less a time of growth for most colleges and universities. The eighties, on the other hand, have been referred to as a decade for "maintaining" rather than building for higher education. In your term, has UB gone one step further, past the realm of "maintaining," into one more of consolidation?

Miles: Yes, I would say that it had. UB had exploded after World War II, and it went from just a few thousand students to perhaps 8,900 which was a high-point, but actually UB began a decline in enrollment about '69-'70, before I came. And by the time I came back it was sliding very badly. The reason for this was two-fold—first of all the bottom dropped out of the education market... At that point UB had been depending very extensively on its college of education for its financial underpinning. Also, at about the time I came was the liberal arts problem which is still with us. There was the advent of the so-called "career-mania." Students wanted to major in careers, students being afraid the liberal arts would not provide a way of eating and making a living, and liberal arts began to get in trouble nationally.

For example, before I took over, nationally about two-thirds of undergraduates were in liberal arts. During the time I've been president that figure's gone down... to about fifteen percent. It was necessary, therefore, to re-align the institution, to consolidate, to pull back, to focus, to do less things, to do a few things better, rather than a lot of things poorly. And to try to conserve our resources for the things that the market would want in addition to try and protect the liberal arts through the development of the liberal arts core. So we are now in a period—and have been since '74—of consolidation, retrenchment, trying to be smaller but better on the assumption that bigger is not necessarily better.

Scribe: The vein you've taken is very very practical. How committed is the University of Bridgeport to maintaining a viable and independent Arts and Humanities college? And I might incorporate this philosophical question: Is education for education's sake dead?

Miles: There are two major forces at work in the country: one is technology, the other continues to be arts. Any school which fails to concentrate on both is not preparing young people for the real world. There is a massive technology movement in Connecticut... either UB gets in the trend with that and contributes to it or we'll be passed by and lose out on the field of engineering. At the same time, however, it's critical, as the original long range plan said, that although we adjust our programming to meet regional needs, we do not compromise when it comes to the need for liberal arts for all students regardless of major. The basic problem here is that whenever anybody... talks about the arts, you immediately think about majors. The role of arts is to be sure that somehow business people and engineering people and nurses have some sense of compassion... The arts in that sense pertains to all people, not just the people graduating the college of arts and humanities. The basic problem with a school like UB is that it is no longer possible to keep the arts separate through the majors. That was the old evangelism, and when I was a professor I judged my performance on the basis of how many English majors I had... The market won't permit that anymore. If we're going to protect the arts and nourish them, we have to find a different way. And my argument has been that way is through a strong liberal arts core. You can't force a student to major in philosophy; but you can force him, require him, to take a course in philosophy.

So what we've tried to do as enrollment has slipped in the liberal arts... is several things. One: we've tried to bolster the core. We've gotten a quarter million dollar

Mellon Grant... we're trying to make the core more of a common intellectual adventure. The second thing we've done is blunt the market problem by giving liberal arts a tuition break. For those programs... which are really liberal arts... we give them a tuition break. Not only does the student pay less tuition to take history, but the tuition beginning this coming fall... has been frozen at the junior level. So the parent recognizes that if the son or daughter gets to the junior level the tuition won't increase. We're also about to give that privilege to the health sciences college... A third thing we're doing... is the advertising campaign. I have been personally working on an advertising campaign in liberal arts, and this has been a real challenge. The ad is built around a work-oriented minor combined with a liberal arts major. And what we're saying in the ad, which we're hoping to run full page in the "New York Times" and elsewhere beginning in the Spring, is that look, first of all we have some excellent liberal arts majors, and they will help your son or daughter rise high in a corporation ten years from now... Meanwhile, UB has the distinction of a large number of highly professional minors, because of the large number of professional programs we have in the computer sciences and so forth. And if your student will combine those two he can eat now and lead later, so to speak. We've been told that nobody's ever taken this approach, and it gives us an edge because, although UB has strong liberal arts, it also has strong professional programs...

Scribe: Will that minor be mandatory?

Miles: No, it will not be mandatory. I would prefer that the liberal arts college faculty say that there has to be a mandatory minor, but I don't think they're prepared to do that.

Scribe: Ideologically this sounds very good, but I question whether a humanities student whose heart is in history or English is going to be able to take a conviction in a minor in say business or engineering. If his sensibilities are geared....

Miles: Oh, his sensibilities. Well, I think that's something he will have to deal with. If you would rather starve now and lead later, rather than eat now and lead later, that's the choice you have to make.

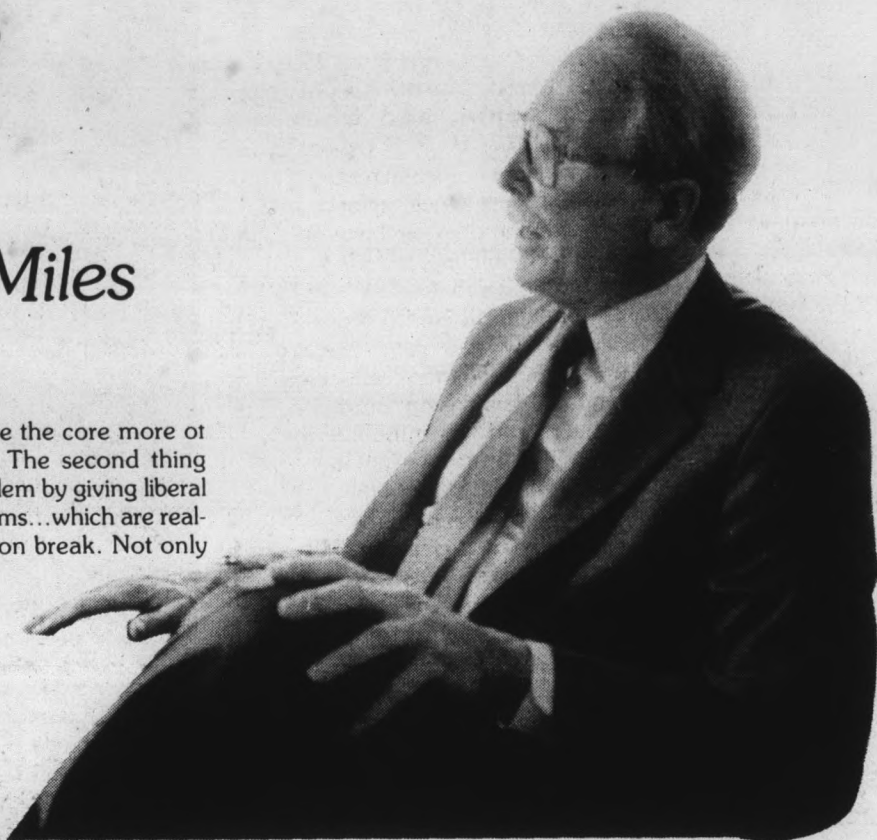
Scribe: At this point there's a lot of feelings that the humanities are going to become a... complement to other majors. There's concern that if the humanities are merely serving that capacity, there's going to be problems holding on to the quality professors.

Miles: I don't agree with that at all, for several reasons. First of all, where are they going to go? Every school is in this position. Secondly, there is a growing number of faculty who recognize the vital importance for American society of assuring the humanities is made a part of the... mind set of the engineering and business major. Because they realize if we're going to be governed by those graduates... we better be damn sure that those types of graduates have the qualities of mind that we think are necessary for... leadership.

Scribe: We've heard that you referred to CTI as the MIT of Southern Connecticut. Is that true?

Miles: No, I didn't refer to CTI as the MIT of Southern Connecticut, I have referred to the fact that the university a quarter of a century from now might be an institution which combines technology and the arts and the humanities the same way that MIT does... Many people don't realize how strong MIT is in the humanities. So I was talking about an institution which would focus its efforts on the high tech need of the region, but at the same time maintain a balance... with the arts and humanities.

The situation here is this: the governor a year and a half ago appointed a high tech counsel headed by the



(photo by Uri Solomons)

lieutenant governor, because there was an awareness that Connecticut is potentially the number one or number two or three high tech state in the United States... The governor's report has just been issued... This report indicates that for one of the first times in our lives we're ahead of the game instead of behind it. In '74, we were sitting ducks there...

When you talk about CTI, the major issues you should be interested in is how does this affect the student? First of all the engineering students today have seven cracker-jack professors they didn't have last year. And they have them because of CTI. There has been a drainage of teachers from campuses to business for years because businesses and industry can pay more money... And also, I'm ashamed to say, business has supplied a more dramatic research environment... We've had twelve (faculty) openings, there have been two thousand openings nationally. Now here in one year, as a result of CTI, we have filled seven of twelve positions... These are top people who are on the cutting edge of research. They're not only getting top professors, they're getting top professors who are much involved in very recent research, and are therefore bringing those research conclusions to these students. Why are they coming to UB? Because, they are being provided an exciting research climate through the research corporation of CTI, and obviously they can be paid more because of the research component to their salaries. What CTI does, it sets up in conjunction with the college of science and engineering, a research corporation and a technology development unit. Through the research corporation, a professor can do research and receive extra pay. Through the technology development unit the professor can work on developing entrepreneurial companies in this region. There are inventors' shacks all around this campus. There is great inventive genius here. Now what we propose to do is to have professors and students working with these inventors to develop new companies and in doing that to give the students types of experience they never had before.

You put all this together and you're going to graduate a student far more salable, far more capable of getting a job in his chosen field... than was ever the case before.

Moreover, CTI will bring revenue to the institution. All research grants will carry an overhead factor of fifteen percent, which comes to the institution. With regard to the entrepreneurial companies... we will take an inventor... and give computer time... lab... secretarial assistance at cost, but there's a catch: we will want... a piece of the action if the product goes well. We will want to have royalties. In other words, in return for our helping you get started, we will want a percentage of the profits... There are many people who feel, including people who have better business minds than I do, that this is over the next fifteen, twenty years going to add an enormous amount of revenue to the institution, which once again has tuition implications.

Scribe: Would that kind of intake of funding affect our tax exempt status at all?

Miles: That is a problem. Most research institutes are tax exempt, but some of the projects, some of the research they do is not. So that specific research projects might

Continued from page 10

be taxable, depending upon whether they were deemed to be in the public good or not. And if not, then they would be taxable, and of course that would have to be netted out of any income that came to the institution.

Scribe: I think there's two buildings that are slated to be built. When do you expect construction to begin, and when would you expect CTI to be in full operation?

Miles: Well, in terms of the industrial research corporation, it will take several years to gear up and get the contracts. We are considering the possibility of building a wing to the present tech building, but the final decision hasn't been made to go on that yet. We're looking at other possibilities, for example some corporations have offered us space, which we're looking at; we're looking at other space on campus. So there definitely will be an expansion, a physical expansion of the college of science and engineering to accommodate these other activities. Probably in the form of a wing, maybe in other forms, and I would say a decision on that will be made certainly within the next few months.

Scribe: You mentioned grants. Where has money been coming from so far, and where do you expect grants to be coming from in the future?

Miles: CTI was begun only after extensive consultation with the chief executives of regional industries—such as Perkin-Elmer, Pitney Bowes, Sikorsky and so forth. Obviously we would not start this without their support and enthusiasm, and we already have proposals to them which they have agreed to receive, in the seven figures in each of the cases.

Scribe: Do you know who's given money so far, and I bring this up because there has been some concern expressed that tuition money has been used?

Miles: Yeah, I know it has and I don't know how to put that one to rest because, if there's a non-fact and people persist in saying it becomes perceived as a fact. The fact is no tuition money is going into the industrial research corporation or into the Technology Development Unit. Now here you've got to make an important distinction: now obviously the money is going into...the College of Science and Engineering, it obviously should be getting tuition money because its students are paying tuition. Now it's true that with tuition monies we will buy some equipment, minor equipment in undergraduate laboratories which might occasionally be shared by some researcher in IRC (Research Corporation) because research and teaching is indivisibly entwined, and there might be some minor seepage in that regard, but generally speaking tuition monies will be funnelled into CSE, no tuition monies will go into the other two confines.

Scribe: Say that wing was added, would those monies come from the CSE?

Miles: No. The wing comes from capital money, and here you've got to distinguish between capital and operational money. Tuition is operational money. It would go into CSE, to pay faculty, to pay heat and light of the building, to buy some minor equipment. But when you're talking about a wing...that's capital money, that's money we would raise. That's the seven or eight million we would raise on the outside...

Scribe: From my understanding there has been blue prints and such things drawn up for additional building.

Miles: That's right, there have been some preliminary sketches.

Scribe: You wouldn't know who exactly is giving that money?

Miles: We have raised several hundred thousand dollars, Omega Corporation gave us a hundred thousand dollars, for example...

What you're getting at is some professors say that we're already in the hole on CTI, and the answer is that's bologna. We've already raised a modest amount of money from CTI...a very small portion of that's been used for the drawings. The point is this: you can't expect that when you start something on June 9 that...today the thing is going to be in full operation.

SCRIBE: A number of years ago the football team was eliminated. Do you think that further cuts in sports programs are going to be necessary in order to save some more money?

Miles: I don't anticipate further reductions in the number of sports, or nothing that's significant; there are no plans for any such further reductions. I stand with Chris Dickey who's quoted as saying...for him school's first and athletics are second, and I would buy that. I think athletics has to be integrated with the main thrust of the institution...

Scribe: There's a committee formed right now that's exploring the possibility to drop down from division II to division III. Tying that into academics, if that happens a lot of athletes would lose their scholarships.

Miles: Well, a lot of athletes would have to go on a need

based basis like all other students. But a lot of other students would gain scholarships. You've got at the moment something like a hundred athletes using up tuition money, using up tuition scholarships that would normally be spread out over three hundred students. I'm not advocating this, but I'm simply pointing out that although the athletes might lose their full ride, and thereupon might leave UB, the literally two hundred students, perhaps, who don't have any financial aid or inadequate financial aid would profit from it. If you do that obviously you won't have as good teams, you will not win as much, which I suppose for most people is the criterion for whether you have a good team, there won't be as much campus spirit, and all that's valuable. There's many pros and cons about it. But the point is that if we went to division III, which doesn't require athletic scholarships, a small group of students would suffer, but a large group of students would profit from the better distribution of financial aid, and that's an issue that needs to be addressed.

Scribe: This year a course has been established which allows the students to put together their own proposals for the long range plan. Given the fact that students can be, at times, idealistic, and the way that students come and go, how fully will their proposals be considered by administrators who are here for the long run?

Miles: I think in answering that you need to go back to the prior long range plan, though some will disagree with me; it is my contention that there's nothing in the present long range plan, the '78 plan, that did not come out of the earlier committees. The whole section on part-time students is almost verbatim out of what we call the stage-II committee on part time students...The whole idea of restructuring the colleges came out of the national plan committee, which was a stage III committee—there were a number of stages in this process last time. If you trace back the content of the present plan to these earlier committees, which included students, you find that the committee had an enormous impact on the contents of the plan itself. So, on the basis of that experience, we could expect that the same will be true this time.

Now, why do I think that the students will have an impact? For the following reasons: first of all past experience would suggest...that would be the case. Secondly, a plan can't really be implemented very well if



people don't have a sense of ownership in it.

Now, on the other side of it, obviously not everything that anybody recommends can be accepted and in fact what normally happens is the committees have conflicting recommendations. Obviously, someone then has to sort that out and decide among those conflicting recommendations which ones of them seem most feasible for UB. Obviously, that's my function, among others.

One other thing, the current plan is weak...in student affairs because we never got to that section. We only got through three or four sections of the plan, we never got to quality of life. The students can fill a void in our thinking that is important, plus the fact that in the last analysis what they think about the institution's critical to future enrollment because they're the best ambassadors for the school, if they're satisfied.

Scribe: What are the most important issues you think they should be addressing?

Miles: What is a good teacher, how can the good teachers be nurtured and rewarded? Then the quality of life—for example, the campus is at the moment shoddy. Not that buildings make a school, necessarily, but things are a bit run down...Is Wheeler Recreational Center adequate? What can be done to build a closer sense of community? What about going back to UB day, when everybody cleans up the campus, and gets their hands dirty together, and has some beer at the end.

I'm reluctant to say what they should talk about because that should be something they decide.

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ARTS AND LEISURE

BAR WARS

by Syth DeVoe

In proscribing to the "All work, and no play makes Jack a dull boy", theory of on campus time expenditure, each individual must figure out how to eliminate the 'no play' segment on his/her own. This proves to be no great hurdle for most college co-eds. In general, the work hard-play hard principle manifests itself, thus earning capital for establishments which offer a chance to unwind, relax, socialize and party.

The following establishments are all competing for the 'party and relaxation' slice of the college student's dollar, Bar-Wars if you will. Giving them grades for their features and services would be inaccurate since no bar exams were taken. Instead, it is hoped that the following will serve merely as a comprehensive guide to campus vicinity watering holes.

A pizza-munching couple is engaged in a quiet conversation at a window side-table illuminated by a red, blue, and white 'Miller' beer sign. A few tables down a jubilant group of college co-eds indulge in a ritual game of "quarters", beneath an array of brewery promotional-mirrors. Behind them, two room mates take out a week's pent up aggression towards each other at a Pac-man table.

At the bar, all eyes are focussed on the color television set that hangs from the ceiling, broadcasting the play by play of a Rangers-Islanders hockey game. This is probably the only place near campus, that receives all the cable stations which televise tri-state area home games, as well as movies, music, and other sundry sports. The sea of patrons at the bar are clefted according to their team loyalties.

Meanwhile in the 'other room' a band, which is louder than it is talented, strikes up a rendition of Cheap Trick's "Surrender". At the quarters game, one of the students drains one of the pitchers. It being 10:00 pm on a Thursday night at Alberto's he decides to forego waitress service and attain a refill himself as this will probably be his last chance to reach the bar without a survival kit.

...

Alberto's, located behind Warner dorm and next to Conty's kitchen and Pop's grocery on Main street, is probably the one campus area watering-hole with the most to offer all variety of students.

Thursday, Friday, and Saturday nights see bands of different style and quality performing their repertoires to a music and dance preferential crowd. The 'stage and dance-floor' are sectionally separated, however, from the bar area where drinkers and socializers congregate.

The warmer spring weather will see enacted the third and most recently added phase of Alberto's, the outdoor

'cafe' section. Filled with umbrellaed tables and white metal chairs, the license granting this outdoor endeavor in the spring, has also granted the weekend serving continuance until three a.m. an hour later than nearby Kingsman.

The Kingsman Pub is a renowned dance-bar just off Seaside Park. A twelve foot tall knight in armor stands a silent, chained and bolted sentinel over the parking lot and entrance where there is usually a charge for admission. Individual taste will determine the economic



Insanity predominates in an 'air-band' contest at the Student Pub. [Photo by Russel Decerbo]

value of the one or two dollar cover-charge. Thursday nights usually serves as ample proof that many find it well worth while, as the walls sigh in deference to the massive number of UB students and local residents who cram their way in. The first bar is directly in front as you pass the entrance selection committee perched at the front door, which is usually the only entrance.

A few tables as well as pinball and bowling machines litter the lower level of the pub. Upstairs are a few more tables, another bar, some video games and, the dance floor. A reasonable sound system sends forth a variety of dance-tunes from Nena to Michael Jackson, to J. Geils. Thursdays usually see the opening of the adjoining room for talking and socializing and, on days when the sound system is up to it, additional dance space.

The Kingsman is not the kind of place where one would expect to find paper umbrellas in the drinks. Tapped beer is served in plastic cups and the dim and flashing lights disallow one's imagination to guess what galimaufry of stains saturate the floor's rug. Nonetheless, the Kingsman Pub has not gone bankrupt from lack of patrons owing in part to its status as the only local place one can dance en-masse.

One place that has recently begun to receive more acclaim, is a bar restaurant with the inauspicious title of Austin Street. A quaint and usually quiet place, its one draw back seems to have been the comparatively large distance from campus. The management has made efforts to remedy this situation which include two-for-one drink offers, and ladies nights, in which women and imaginative dressers attain their drinks free of charge.

The overhead rotary fans and candle light arrangements provide a most favorable ambiance. Oftentimes, the booth structured second room will feature a live jazz or blues band, but the fuerte of this establishment is predominantly its quietude. Usually void of massive New York City Subway rush-hour emulating type crowds, Austin Street is a place one can sit down with a beer and a friend, carry on a conversation and not have lost his or her voice by the end of the evening.

Austin Street is located on the corner of Myrtle Avenue and, appropriately enough, Austin Street.

The Student Pub is the only campus run watering hole which is open with any degree of regularity. Centrally located in the Student Center Cafeteria the Pubs services come into play after the cafeteria's functions fade into remission. Weekday evenings will find, among others, student and faculty members as well as extracurricular activity members taking advantage of the immediate proximity to their dorms or student organization offices.

The weekends though, have been known to shatter the relative calm like a train hitting a china vase. Various dorm sponsored mixers and student events often transpire during the weekend. Most recently a Stroh's winter weekend mixer and 'air-band' contest was held in the Pub with some madcap hilarity highlighting the event.

The Student Center Faculty Dining Room's practice of hosting a T.G.I.F., (Thank God It's Friday) gathering has been one of the more pleasant celebratory endeavors to hail the finish of a week's hard work. A short lived attempt was made to relocate the get-togethers into the Pub downstairs, but popular demand returned them to the more comfortable carpeted setting of the Faculty Dining Room.

All in all UB has within its vicinity a handful of reasonable indulgence establishments, which depending on one's preference, provide a variety of settings. All of these locations can be walked or Campus-shuttled to, keeping in mind that it is Bridgeport and odds of a safe arrival increase proportionately with the number of people in one's group. It is hoped that this brief summary has given the reader a comprehensive insight into all of the local watering holes, bar none.

TROMBONE CHOIR

The University of Bridgeport's Trombone Choir and Percussion Ensemble will perform at the Arnold Bernhard Arts and Humanities Center at UB on Wednesday, March 21, at 8 p.m. Sponsored by the music department, admission is free and open to the public.

The program is a medley of classical, jazz, and popular music, including the William Tell Overture, Encore in Jazz, and tunes from West Side Story and the Sound of Music.

Directors are Terrence Greenawalt and Howard Zwickler of the UB music faculty.

Greenawalt is coordinator of music theory at UB and director of the concert band and trombone choir.

Zwickler is coordinator of the UB percussion department and executive director of the state program to promote arts in the schools.

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RUSSIAN CHAMBER MUSIC CONCERT

A concert of Russian chamber music will be presented Sunday, March 13, at 3 p.m. in the recital hall of the Arnold Bernhard Arts and Humanities Center at the University of Bridgeport. Admission is free and open to the public.

The program, coordinated by Terrence Greenawalt of UB, will feature Rimsky-Korsakov's "Quintet for Piano and Winds," the first movement of Khachaturian's piano concerto, Arensky's "First Suite for Two Pianos," and paraphrases on the theme of "Chopsticks."

Musicians in the quintet for piano and winds, are Richard DeBaise associate professor of music at UB, on clarinet; Robert Danziger, associate professor of music at UB, on bassoon; Ter-

rence Greenawalt, associate professor of music at UB, on piano; Kenneth Fears of the

French horn. Pianists are Donna Breen, an adjunct professor of music at UB; Loren Evarts, a



Bridgeport Symphony on flute; and William Sand of the Bridgeport Symphony on

graduate student in piano at UB; and Russian concert pianist, Irena Daigle.



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AWARD WINNING MUSICAL AT UB

The award winning Broadway hit musical, "A Funny Thing Happened on the Way to the Forum" will be performed at the University of Bridgeport Arnold Bernhard Arts and Humanities Center March 23, 24, 30 and 31 at 8 p.m. and March 31 at 2:30. Tickets are \$5 for adults and \$3 for students and senior citizens.

"Forum" was written by Larry Gelbart, creator of M*A*S*H, and Burt Shevelove, who wrote the Broadway version of "No, No Nanette." Music and lyrics for "Forum" are by Stephen Sondheim, who also wrote the music for "West Side Story," "A Little Night Music," "Sweeney Todd" and "Gypsy."

The UB production of "Forum" is directed by Lawrence Broglio, who has directed for stage, screen, and television from New York City

to Hawaii. His most recent play, "Unfinished Business," played to sell-out audiences at UB in December and went on tour to high schools and community groups throughout the state.

"Forum" is choreographed by Joe Vilane, of the Vilane Dance and Theatre School in Bridgeport. Vilane has choreographed more than 100 musicals for off-Broadway, summer stock, and college and community theaters.

Musical director of "Forum" is John Mezzio, who directs the Naugatuck Players and summer stock theaters throughout New England.

Special performances of "Forum" will be available for local industries and school groups. For reservations, contact the Bernhard Center Box Office at 576-4399 weekday afternoons.

Stroh's

POSE WITH A STROH'S PHOTO CONTEST



Pose With A Stroh's Photo Contest

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Pose with a Stroh's Official Rules

1 To enter, submit a
photograph (B&W or color) of a
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Slides and transparencies not
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2 No purchase necessary
to enter.

3 Print your name, address
and zip code on the official entry
form or on a plain piece of paper.
Attach the entry form to the back
of the photograph and mail your
entry to the address shown.

4 You may enter as often as
you like but each entry must be
mailed separately.

5 All entries will be judged on
the following basis: originality
0-50 pts., relevance to theme
0-40 pts., photographic
technique 0-10 pts.

6 Prize winners will be
selected by the local distributor in
each market area, based on the
previously stated criteria.

7 All entries become the
property of The Stroh Brewery
Company with all rights, including
the right to edit, publish and use
any photo without further
consideration of payment to the
entrant. No correspondence
about entries will be entered into,
nor will photos be acknowledged
or returned.

8 Before receiving a prize,
each winner must warrant their
age and that they have full rights
to the photograph.

9 The contest is open to U.S.
residents, except employees and
their families of The Stroh
Brewery Company, its affiliates,
advertising and promotion
agencies, wholesalers and
retailers. Void where prohibited
by law.

10 All federal, state and local
regulations apply. Taxes on
prizes, if any, are the
responsibility of the individual
winners.

11 Entrants must be of legal
drinking age in the state of their
residence as of January
1st, 1983.

SPORTS

Nastu Honored Honored By UB

by Paul Krafcik

It was Saturday night at the Hubbell Gymnasium. A large crowd has arrived for tonight's events. First of all the University of Bridgeport Purple Knights were playing their last regular season game against a tough New Hampshire College squad. Secondly, at half time the UB Sports Hall of Fame was inducting four new members.

Among the four inductees was Phil Nastu. Nastu excelled in basketball and baseball at the University of Bridgeport and reached the major leagues in the latter sport. He is regarded as one of the most versatile athletes ever to play at the University.

On the diamond, Nastu played three seasons and was the team's pitching and batting leader in his final year. He led New England college-division hurlers in earned run average as a senior, was chosen as his team's most valuable player and performed in the regional all-star game. Nastu signed a free agent contract with the San Francisco Giants in 1977 and earned a promotion to the Giants' staff in 1978. He performed in the National League nearly two seasons compiling a 3-5 won-lost record with a 4.50 ERA.

Phil now resides in Bridgeport with his wife, Joyce and two sons, Chris and Lee. I had the pleasure of speaking with Phil a week later, about his college career, major league career and life in general.

Q. As I recall you were born in Bridgeport. Was it the South End?

A. No, the West End. I went to school right around here at Bassick High.

Q. What sports did you participate in at Bassick?

A. I played JV basketball my sophomore year, Varsity my junior and senior years and played baseball for three years.

Q. Were you recruited for both basketball and baseball?

A. Well, I wasn't recruited at all for baseball by any schools but I was recruited quite a bit for basketball. I chose UB because I was offered a full scholarship and was given the opportunity to play both basketball and baseball.

Q. I noticed that you played in one of the regional all-star games as a senior, but didn't pitch instead you were the DH.

A. Well, We had a kid on the squad from New Haven, Schuler, I think his name was. He was 11-0 so he got the nod to pitch. I had only six decisions that year and was 4-2 although I did have a better ERA. Besides I hit .340 that season and so Porky (Viera) decided to use me exclusively as a DH.

Q. Were you ever approached by a Major League Team during your college career?

A. Well as a matter of fact after pitching a good game against the University of New Haven in the last game of the season my junior year, I was approached by the Red Sox who wanted to draft me. But I told them I wanted to go back to school for my senior year. So they said we'll see you next year. As it turned out I did have a good senior year. I made the all-star team and everything but I wasn't drafted. After that year I wrote to all the major league teams and played in the Puerto Rican League all summer and luckily someone saw me playing in one of the tournaments down in New York.

Q. Can you tell us a little about the Puerto Rican League, Phil, and the tournament in New York City?

A. The Puerto Rican League around here is just like the Senior City League. It's just for fun. At the end of the year in the Puerto Rican League they choose an all-star team from Connecticut to go and play down in New York in Central Park, Brooklyn, and a lot of different parks. There was a scout in Central Park from the Giants who watched me pitch and signed me to a Free Agent Contract a few weeks later.

Q. Why do you think you were overlooked in the draft?

A. I thought I'd be drafted somewhere in the top ten rounds after my senior year. Coach (Fran) Bacon told me the scouts that were talking to him said they didn't know whether I was an outfielder or a pitcher or whether I was going to play basketball in Europe or not, therefore they didn't draft me.

Q. Were you considering playing basketball in Europe?

A. No. It's almost impossible for a guard to go over to Europe and play. They mostly go for the big men 6-8, 6-10 players. Besides I had a family.

Q. You mentioned you signed a free agent contract. Did this mean you had to go out and make the team in the spring?

A. Yes. I signed the free agent contract in December. The scout told me I'd be going down to spring training in Arizona, the minor league camp, and that I was going to be with the "A" club (Cedar Rapids of the Midwest League) should I make the team.

Q. So, how did spring training go?

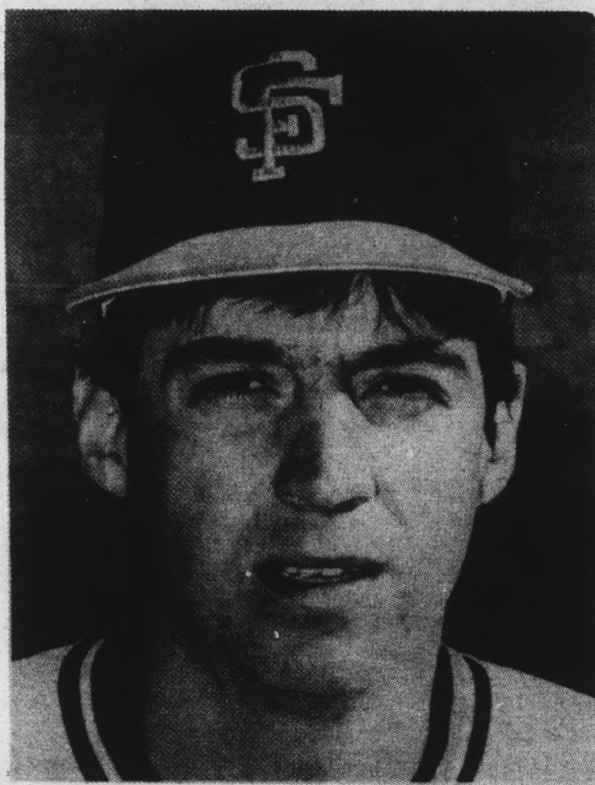
A. I had a very good spring. It was an interesting experience because you meet all these kids from California who played 50-60 games a season. Where we only played ten. I was a couple of years older than most of the players there anyhow, but I went down there in really good shape and I threw the ball pretty well plus I had a little more experience than them. Most of the guys down there were top five picks just out of high school. After about two and a half, three weeks of camp the manager told me that I was going to be on the club anyhow so it got a little more relaxed towards the end of the spring.

Q. Did you pitch the full season at Cedar Rapids?

A. No I pitched half a season at Cedar Rapids and then was called up at Waterbury, the AA club of the Giants. I finished out the '77 season in Waterbury and pitched pretty well, which in turn led to a promotion to AAA ball with Phoenix, the Giants top minor league club, in 1978.

Q. As I recall it was in the 1978 season that you were first called up.

A. Right. I started the year at Phoenix and pitched pretty well but by September 1st, when most minor leaguers were called up to the majors, I wasn't. So I packed my bags and went home, and I was home for about a week or so when I got a call from Spec Richardson, the General Manager and he said that I got called up and to meet the team in Cincinnati. They were try-



UB's Phil Nastu during his days with the San Francisco Giants.

ing to get ahold of me for like two or three days after bus traveling and then when I came back here for the second half of the season to play in Waterbury, of the Eastern League the farthest we went was to Canada, and that was fun. Then my next year in Phoenix we flew everywhere. Out of all the AAA Leagues the Pacific Coast League was the best to play in. We went to Hawaii, Salt Lake City, so it's fantastic. I didn't really see the bad part of the minors.

Q. Okay, you were called up in 1978 what team did you first pitch against?

A. Well I got lucky, I didn't find out about the real minor league life until the end of my career. At the be- the last day of the season against the Houston Astros in the Astro Dome. John Montefusco was scheduled to pitch that game but asked me if I'd like to start in his place. The season was almost over and we were out of the pennant race anyways, so I jumped at the opportunity. I pitched pretty well although I did get the loss.

Q. What happened in 1979?

A. Well I had a really good spring, but was sent down to Phoenix, and told that if they needed a fifth starter I would be called up later in the season. But as it turned out three weeks into the season Montefusco got hurt so I left but I took my time getting home anyways and they couldn't get ahold of me for about three or four days.

Q. How did you find life in the minors?

A. Well I got Lucky, I didn't find out about the real minor league life until the end of my career. At the beginning in the Midwest league there really wasn't much I was called up and put into the starting rotation. I spent the rest of the season in San Francisco.

Q. What happened in 1980?

A. During spring training 1980 I injured my eye and ended up missing half the season. I was up with the Giants though that year for about half a season. At the end of the season I was traded to the Cubs (Chicago) and they told me that I was going to be their left-handed starter in 1981. I had good spring but they still sent me to the minors but I almost quit on the spot, I stuck it out because I had a pretty good contract. Then, in 1982, I had my best spring ever. This was with the Cubs AAA team, but they released me at the end of the camp. This was really a shock.

Q. Was this the end of your baseball career?

A. I had a brief stint with the Orioles' farm club in Charlotte that year but I developed an arm injury and was released.

Q. Do you have any regrets or miss not playing baseball?

A. Sure, I wish I could have pitched a few more seasons in the majors.

Q. One last question. How did it feel being elected to the UB Sports Hall of Fame?

A. It was exciting. It made me feel really good to be a part of this, with such athletes as Andy Robustelli, Alvin Clinkscales, etc.

I'd like to personally thank Phil Nastu for his cooperation in this interview and once again congratulate him on his induction in the UB Sports Hall of Fame.



On Wednesday, March 21 nationally acclaimed author and runner James Fixx will Speak about the Physical Fitness Boom in the student center social room at 12:45 p.m.

Sports

Pelletier, Provenzano
To Lead UB Nine

by Tim Hurley

The University of Bridgeport baseball team, which has recently returned from its eight-day spring trip to St. Petersburg, Florida, will open up its northern schedule next Thursday in New London against the Coast Guard. The 1984 Purple Knights will be led by co-captains Chris Pelletier and John Provenzano.

Pelletier, a Trumbull resident, is being counted on heavily by Coach Fran Bacon to lead a young pitching staff, while he is also slated to see time in the outfield. The senior marketing major chalked up U.B.'s lone win of the 1983 campaign by defeating Western Connecticut 2-1.

"Cheese" Provenzano, like Pelletier commutes to U.B. The Stratford native will be starting his fourth consecutive season as the Purple Knight's regular third baseman and could possibly see

nell High School. One of three ex-Bulldogs on the Bridgeport roster, John earned All-MBIAC honorable mention acclaim at second base in his senior year, but moved to the hot corner as a frosh, for Buddy Bray was at that time, the U.B. second sacker. Provenzano has played solidly at third ever since.

Chris Pelletier played both football and basketball for the Golden Eagles at Trumbull High. Ironically, he did not play baseball at THS, and this is only his third year playing the sport competitively. Chris spent a semester at Central Connecticut where he played for the Blue Devil gridders before transferring to Bridgeport in January of 1981.

Despite a poor showing last year and a definite lack of support from the University itself, both Chris and John have optimistic outlooks for the upcoming season. According to Pro-



Captains Pelletier and Pomerantz

action on the hill after an impressive outing in Florida in U.B.'s 13-9 win over St. Anselm's. As a freshman, Provenzano batted .270, but slipped to .239 in 1983. However the senior accounting major finished with 22 hits and 11 RBI's and was named to the All-New England second team.

Coach Bacon feels the election of Pelletier and Provenzano gives us "solid leadership from players who have been battle-tested. They are two players around whom we wish to reconstruct our club and make it a winner in New England once again."

The lone seniors on this year's squad, Chris and John have travelled different roads to their present position of co-captaincy. Provenzano played his high school ball under Dave Jezierny in a successful program at Bun-

venzano, "This year's team is probably the strongest we have had since I've been here. I think we have a good shot at winning some ballgames this year." Pelletier adds the '84 Knights have "talent, the desire to win and a real good attitude. The Florida trip was quite successful and we should be able to play with some teams this year that we couldn't handle last season."

Both Pelletier and Provenzano displayed dissatisfaction with the fact that although U.B. is a Division II school, the baseball team no longer has any scholarships and often times must play teams whose entire starting unit is comprised of players who are "Getting free rides." Porky Viera's University of New Haven is one such club and one of U.B.'s biggest rivals.

Continued on page 16

A WOODFALL FILM

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Senior Class

Sports

Captains

Continued from page 15

As they prepare to begin their final season of college ball, Chris Pelletier and John Provenzano are hoping to give their best efforts and to make the game enjoyable this spring. They are the veterans on a team which consists of mainly freshmen and sophomores and would like to

see Bridgeport baseball begin to turn its fortunes around. They also hope for a little cooperation from Mother Nature, who was brutal last year, and for some support from the students and faculty who didn't exactly pack the stands at Seaside Park last spring. The Purple Knights' home opener is scheduled for Tuesday, March 27, against NECC foe UNH.

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For details contact Dr. Ira Gross,
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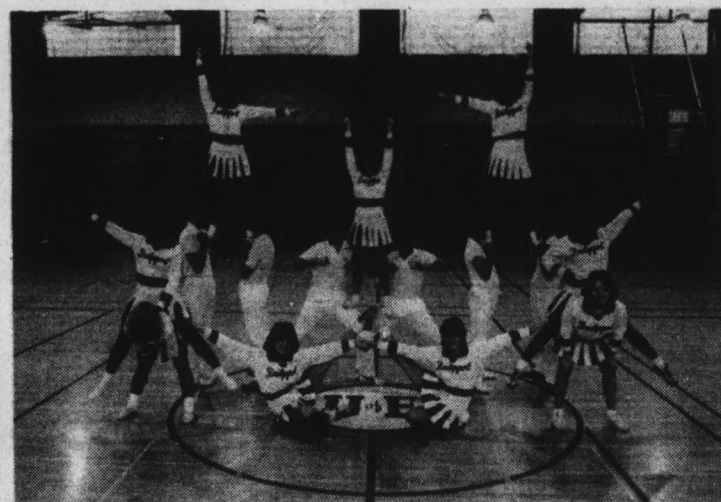
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